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Ontario. Commission on the Ottawa
Separate schools.
Report. 1895

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10. Ottawa Separate Schools Commission

Government
Publications

REPORT

OF THE

COMMISSION

RELATING TO THE

OTTAWA SEPARATE SCHOOLS.



317491
10-7-35



TORONTO:
WARWICK BROS. & RUTTER, PRINTERS, &C., 68 AND 70 FRONT STREET WEST.
1895.

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COMMISSION.

Whereas the Board of Separate School Trustees for the City of Ottawa has asked for a Commission to examine and report upon the condition of the Separate Schools in the City of Ottawa, and also to enquire into the charges made against Mr. Inspector White by the Rev. Mr. Flamien representing the Christian Brothers ;

And whereas it is desirable in the public interest that such Commission should be issued ;

Therefore, know all ye to whom these presents shall come, that I, George William Ross, Minister of Education, have hereby appointed the Rev. J. T. Foley, the holder of a Provincial Certificate as a Public School teacher ; D. Chenay, Principal of the Training School for French and English teachers in the County of Prescott, and William Scott, B.A., Vice-Principal of the Toronto Normal School, Commissioners to visit the Separate Schools of the City of Ottawa for the purpose of making full and careful inquiry by personal inspection, and any other way they may deem expedient, into the methods of teaching in the said schools, the training of pupils in the various subjects prescribed in the course of study, the text books used by the pupils and the extent to which the English language is taught in the schools where the French language prevails.

The said Commissioners are also authorized and directed to enquire into all matters referred to in the official statements of Inspector White hereto annexed ; and in conducting the said enquiry the said Commissioners are hereby empowered to exercise such jurisdiction during their personal inspection of the schools and otherwise, as is conferred upon Public School Inspectors under regulation 80 of the Education Department.

GEO. W. ROSS,

Minister of Education.

OFFICIAL STATEMENTS OF INSPECTOR WHITE.

The following are the official statements of Mr. Inspector White referred to in the Commission.

OTTAWA SEPARATE SCHOOLS—FRENCH SECTION.

Special Report, J. F. White, Inspector Separate Schools.

1. There are too frequent changes of teachers. Where a teacher is succeeding well with a class there should be no change from year to year.

2. In the lowest classes there are many pupils of rather advanced age for such divisions. This is said to be owing to a lack of accommodation, so that pupils have to wait till they are six or seven before they can be admitted. It was said that many children from St. Joseph's parish and from Primrose Hill are unable to gain admittance to school.

3. The Board should sanction some uniform limit table so that the same grade of the different schools, whether for boys or for girls, should do similar work. At present there is no attempt to secure such uniformity.

4. During each school term there should be written examinations on all, or on the most important, subjects of the course, uniform for the same grade of boys' and girls' classes. These would test the progress of the several classes, and should be made the basis of promotion, in part.

5. To avoid misunderstandings, the control of such examinations should not be left to the teachers, but confided to some committee appointed by the trustees.

6. By the Regulations of the Education Department, English is to be taught in every class and to all the pupils in the class. There is considerable room for improvement in this [latter] respect.

7. In the girls' classes there is fair provision for English teaching by having the three Sisters now in charge of the subject devote their whole time to it. But in the boys' classes the provision is quite inadequate. La Salle and St. Jean Baptiste schools, with a total staff of seventeen, have no English teacher. There is one in Brebeuf; but, being teacher of the highest department, he has not time enough to devote to English teaching. Few of the regular teachers of these classes have a wide enough acquaintance with English to teach it properly. In these circumstances I advise the engagement of at least three Brothers whose whole time may be devoted to the proper teaching of English in the above mentioned schools.

8. In many cases the pupils have too many text-books,—entailing a needless expense on parents and not encouraging good teaching. I would advise the Board to get from each teacher under its control a list of the books used in his or her department, and strike off such as are unnecessary, giving proper notice of their discontinuance. If the list is submitted to me I shall be glad to assist in this work.

9. The De la Salle series of English readers should be changed as being quite unsuitable for the purpose for which they are now used. Should they be continued in the schools after September next, it would be my duty to report publicly against them.

10. Such books as "Devoir du Chretien," "Cours d'Histoire," and "Les Manuscrits," though thoroughly Catholic in tone and of use in their place, are not suitable books from which to teach Reading, and should be changed. So also should the Latin Psalms. The school law requires the trustees of urban schools to have pupils supplied with uniform books.

11. In general the pupils of the junior classes are weak, and far below the standard. Instead of beginning Writing, Drawing and Arithmetic in the lowest class, they have sometimes been delayed till the pupil has reached the second or third teacher. The yearly returns for 1890—the latest to hand—show that 500 children in the Ottawa Separate Schools are not learning Writing or Drawing, and a good number not taking Arithmetic.

12. The writing of French is delayed too long, and the result is, as shown by the written exercises given to me, that a very small proportion of the pupils leave school with the ability to speak and write French correctly. As soon as a child is able to write, and this should be learned pretty fairly in the first year, he should be led to express his thoughts in writing. With proper teaching, no French child should leave school, after an attendance of almost six years, without being able to express himself in speaking without serious mistakes, and without being able to write correctly at least an ordinary friendly or business letter. At present this is far from being the case.

13. There should be a new building for Ste. Anne's as soon as possible. Guigues school is not very convenient or comfortable, and the classes in the second flat seem to be in danger in case of any panic. The same is true of St. Jean Baptiste school, where the accommodation of two narrow stairways is altogether inadequate should any alarm occur.

14. There should be some endeavor to improve the lighting and ventilation of such schools as La Salle and St. Jean Baptiste, where in some rooms the provisions are very inadequate.

15. There should be sufficient closet accommodation, and suitable and regular provision for disinfecting, especially in summer. In La Salle this requires immediate attention.

16. The hours for assembling and dismissing classes should be the same for all schools, viz., 9 to 12 a.m.; 1.30 to 4 p.m. The attendance of pupils at 8.15 a.m. cannot be exacted, though tried in some schools. There is a good deal of dilatoriness at present.

17. The percentage of attendance is declining. In 1888 it was 60; in 1889, 58; in 1890, 56. This matter is most important and should receive careful attention.

January, 1892.

(Copy).

TORONTO, 26th May, 1894.

DEAR SIR,—The promised report on text-books was made over a month ago, and sent to the Department to be posted. On receiving your letter on my return home I found that through some oversight it had not been forwarded to you. Regretting the delay, I remain,

Your obedient servant,
(Signed) J. F. WHITE.

G. W. SEGUIN,
Ottawa.

(Copy).

TORONTO, April 25th, 1894.

DEAR SIR,—I have the honour to send you herewith a report on the text-books used in the schools under the control of your committee. While the criticisms deal chiefly with the defects of the books it must in fairness be said that many of them have very good points as well, but mention has been made only of matters that, in my opinion, need improvement.

The first pages are a copy of a report on the De la Salle English Readers made some time ago by a committee named by the Ottawa Separate School Board. The remainder of the report is my own.

Your obedient servant,
(Signed) J. F. WHITE.

G. W. SEGUIN, Esq.,
Chairman French Committee,
Separate School Board,
Ottawa.

EXTRACT FROM REPORT OF A COMMITTEE APPOINTED BY THE OTTAWA SCHOOL BOARD TO
EXAMINE READERS AND OTHER TEXT-BOOKS.

"Beginning with the primary books of the De la Salle series we found that the picture-and-word method was deficient both in arrangement and in the selection of the words, which were in many cases too difficult and unfamiliar. In the reader proper the lessons are not well graded and the selection of subjects is poor. Such subjects as "Providence," "Obedience," the "Theatre" and "The Church" are unsuitable for pupils beginning to read. The sentences as a rule are without connection and logical sequence, and would prevent anything like naturalness in reading. The want of unity and of a leading thought in each lesson at once destroys the interest of the pupil. There are few pictures to please the little fellows, and the lessons are not based on the pictures, as in the best primary readers, but consist of such disjointed statements as these: "What way is far? I ask a tent. Spare the hen. Spare men the task. Ask a man. May was home, etc.

"The printing, paper and illustrations are wretched and the plan of binding together the first and second parts is not a good one as it makes these primary books, which are so liable to get destroyed, much more expensive.

"On the whole we consider that the primary reader of the De la Salle series has no redeeming features. The elementary reader of this series is in many cases poor in style, and several inaccuracies occur; but on the whole it is much better than the primary.

"The language lessons of the De la Salle series are considered too difficult for elementary classes, and there is too much formal grammar mixed up with the language lessons."

Geography. In this subject the primary text-book could well be omitted, since the classes in which it is used can have the matter suitable for their grade presented in much better form by a competent teacher when left untrammelled by a text-book. The intermediate book of the series (the one found in all or nearly all of the schools) should be revised to date and somewhat enlarged, to give considerably more information about Canada and each of the leading provinces. Its price—50 cents—is moderate, and when thus improved the book should serve pupils until they reach the fifth form.

Arithmetic. The Calcul appears to be less commonly used than it formerly was, but it might be dispensed with entirely. The mechanical exercises of which it consists are of value chiefly when done under the eye of a teacher who will see that only good methods are followed. It is evident, for example, if the correct answer to the sum of a column of figures is obtained by counting on the fingers or by using other improper methods, that the work has not been of much service to the child.

The *Cours Moyen* of the present series, if somewhat improved and enlarged so as to contain all the tables commonly used in Canada, and to give more exercises on measurements (carpeting, papering, etc.) and ordinary commercial transactions, would serve pupils to the end of their course and would be the only book used in this subject. The book need not be much increased in size, for some of the present material could be omitted. The English Arithmetic which covers all this ground is sold for 25 cents; the price of *Cours Moyen* when the book is changed should not exceed 30 or 35 cents. If necessary a separate treatise could be used for book-keeping.

History. The History of Canada used in all the schools, though good in several respects, contains too little material. It should be at least one-half larger, and without increase in the price. One of the text-books on English History found in the girls' classes could be dropped; the other book would probably be found sufficient.

Composition. This subject should depend chiefly upon suitable work to be assigned by the teacher, and but little upon a book in the hands of the pupil. It is probable that such a change could easily be brought about.

English. As it is a knowledge of ordinary colloquial English that is of the highest value, particularly in the beginning, the success of teaching it depends but little upon a text-book and nearly altogether upon the teacher, who should be able to speak the language with some degree of fluency and correctness.

I have discussed with the teachers the best means of presenting this subject to young children, showing how the exercises are to be given orally and without a book. The present text-book could therefore be discarded in all the lower grades. To make it suitable for the senior classes it will have to be considerably changed both in form and material. For English Grammar the text-book should not be introduced in any grade where a fair knowledge of spoken English has not been acquired. An outline in a clear simple form of the chief points of our grammar would in my opinion be better for the purpose than the present text-book. In several cases the text-books are introduced at too early a stage. Usually it is recommended in the English classes that no text-book in Arithmetic be placed in the child's hand until he has reached a senior second or a junior third class. The text-books in Geography, History and Grammar are first introduced in a senior third form. The adoption of a similar limit for the introduction of books in your schools should result in a considerable benefit. From the reports sent me by the teachers it would appear that there is not a uniform price charged in all schools for the same text-book. While the difference is but small in most cases yet it would be better to arrange for uniformity in this respect and to have the price as low as is consistent with a fair profit. The mechanical execution of certain of the books is open to criticism, the printing being blurred or the engraving not in the highest style of art. Most of the books have only board covers that are likely not to last very long and thus to entail expense by having the book replaced. The Board might properly make representation on these points to the publishers.

Though the teachers made no mention of copy or drawing books, I have reason to believe that their cost is greater than for similar books in English schools. At present the drawing books for Public Schools retail at 5 cents a number, while copy-books, now 6 cents will be but 5 cents after July of this year. There are no head-lines or models to be used outside the books, so that the cost is very reasonable.

It is quite likely that a reduction of prices in such books used in French classes could be brought about if the Board would take the matter in hand.

Your obedient servant,

(Signed) J. F. WHITE.

G. W. SEGUIN, Esq.
Chairman, French Committee,
Separate School Board,
Ottawa.

(Copy.)

TORONTO, 27th July, 1894.

DEAR SIR,—Herewith I send as requested a list of books whose use is recommended for all the schools under the direction of your Committee. In having the text-books uniform for all the schools you not only comply with the provisions of the school law, but at the same time you effect a considerable saving to parents—a matter worthy of your earnest consideration.

The list of books here given corresponds in general to those used in the several grades of English schools throughout the Province. The science of education clearly shows, and experience fully proves, that in limiting the number of text-books to the fewest required, the great resulting benefit is that gained by the child from the improvement in the character of the teaching. This is more especially true of the junior classes, because young children can gain but little from a text-book and must depend nearly altogether upon the teacher. Besides no true teacher can expect to show the best results when he is

so hampered in his efforts by a multiplicity of text books whose method and order he feels himself constrained to follow even against his better judgment.

After an examination of the text-books now in use I would recommend the adoption of the following in all the schools :

French Readers—Montpetit series.
 English Readers—Sadlier's.
 Arithmetic—Cours Moyen, Christian Brothers.
 Geography— do do
 Canadian History—Christian Brothers.
 Grammar—Cours Moyen, Larousse.
 English Grammar—Public School.
 French-English Dictionary—Routledge.
 Copy Books—Public School.
 Drawing Books—Public School.

French Readers. The series recommended is the one in general use in the French Separate Schools of this Province. Though not an ideal series it has many points of superiority over the one in the boys' classes. There is a great need, however, of a suitable primer based on the phonic method, for the lowest book in each series is too difficult, and is not on the best lines for good teaching.

English Readers. The defects of the De la Salle series were previously brought to the notice of your Committee. These books are used in only four schools in the city. The series recommended is the one in general use in the Ottawa Separate Schools.

Arithmetic. As before pointed out, the best results are obtained when the teaching in the lower grades is oral or from the blackboard. The use of a book at this stage serves rather to hinder than to help the pupil. Accordingly I have recommended the book to be used first in Form III. But something may be left to the teacher's discretion, and if he has a well advanced Senior II. Form the book might be introduced then with advantage.

It should be thoroughly understood, though, that not more than one text-book should be used to the end of the IV. Form. In the English schools throughout the Province, one text-book, costing 25 cents, serves to the end of the V. Form. As stated in another report, it will be necessary to make certain changes in the Cours Moyen, to render the book a suitable one for the work to be done in these forms. These changes are needed not only for our schools in this Province, but even to make it thoroughly serviceable for the pupils in any Canadian school.

Geography. The one book recommended for this subject is the Cours Moyen of the Christian Brothers. But as stated in regard to the arithmetic, certain changes are needed in this book to bring it up to the requirements of Canadian schools. Even a cursory examination of this text-book will show in what respects it is defective ; but should any special report on these points be required by the Board I shall be glad to furnish details.

Canadian History. The book recommended is the one in general use in the classes, but as already stated it contains insufficient matter. The Public School History of England and Canada, which is better bound and contains five or six times as much printed matter, is sold for the same price, viz., 30 cents. It is therefore not an unreasonable request to ask for a fuller book at the present price.

Grammar (French). There should be considerable oral teaching in this important subject before the child is required to use the text-book. The teachers have been strongly advised to take up French spelling almost from the first ; in the beginning by transcription and blackboard teaching, and afterwards by dictation. Since an acquaintance with French Grammar is requisite for correct spelling, they have been recommended to take up this subject at as early a period as possible, but without the child having any book. The most effective teaching of the first essentials of the subject is by oral lessons, illustrated on the blackboard. The text-book is to be begun only in the III. Form.

One weighty reason, among others, for recommending the Cours Moyen of Larousse as the best of these now in the schools, is that its use will enable the pupils to dispense

with the buying of the two books of "exercices orthographiques" now found in the boys' classes. Larousse's book contains a large number of exercises; the reading and other text-books will furnish others, and the teachers may have additional material, but it is not requisite that pupils should purchase other books. For parsing and analysis no special text-book is required. Roberts' is the only French Grammar authorized by the Department. It is used in many schools in Eastern Ontario, and is, I believe, found a very satisfactory book. The price is 25 cents.* If the Committee think of adopting a different book from any now found in the classes I would recommend their examining this one.

English Grammar. The English Public School Grammar, the one in use in most of the Separate Schools, should be the only text-book in this subject. The most important parts of this subject can be taught without a text-book, consequently I have not recommended its introduction before the IV. Form. It may however be left to the teacher's discretion to introduce it in Form III., if the class is properly prepared for it.

French-English Dictionary. Routledge's is the one recommended, in part because its cost (40 cents) is only one-half that of a text-book used in several schools, but which is not superior on the whole.

Writing. The Public School copies, the series used generally throughout the Province, and in most of the Ottawa Separate Schools, should be the sole one used, first because it is better than the other series; secondly, because it is cheaper, the price per number being only 5 cents in comparison with other series at 10 cents.

Drawing. The Public School Drawing Course should be the only one in use. There is no extra expense for models, as they are printed in the book. Each number retails for 5 cents.

The following list gives the cost of the text-books for a pupil in English schools up to the IV. Form, inclusive, in the subjects already mentioned. As the books are strongly bound, he rarely has to buy a second copy of any text-book.

First Reader, Part I.	10 cents.
" Part II	15 "
Second Reader	25 "
Third "	35 "
Fourth "	50 "
	<hr/>
	\$1 35 cents.
Public School Arithmetic	25 "
" Geography	75 "
" Grammar	25 "
" History of England and Canada	30 "
	<hr/>
	\$2 90 "

Public School Drawing, each 5 cents; Writing, each 5 cents.

In the interests both of the parents and pupils I think it would be quite within the province of the Committee to represent to the several publishers of these books the need of having the best, both as to matter and workmanship. An examination of the books now in use will show the advisability of taking such action.

If the Committee can come to an agreement in good time it will be a considerable saving to the parents of these pupils, who on account of promotion require to purchase new books, to have to buy only as few as possible, and these of the series to be used in all the schools.

Your obedient servant,

(Signed) J. F. WHITE.

G. W. SEGUIN, Esq.,
Chairman, French Committee,
Separate School Board,
Ottawa.

(Copy.)

LIST OF TEXT-BOOKS RECOMMENDED FOR THE FRENCH CLASSES, OTTAWA.

12

Form I (Lowest.)	Form II.	Form III.	Form IV.
Slate and pencil. Premier Livre.....13 cts.	Slate and pencil. Scribbling book. Copy book 5 cts. Drawing book 5 “ Drawing book 5 “ Deuxieme Livre .....20 “ English Primers. (Part I., Jr.) 7 “ (Part II., Sr.) .....10 “	Scribbling book. Copy book..... 5 cts. Drawing book..... 5 “ Troisieme Livre 25 “ English Second Reader..... 25 “ Arithmetic 35 “ Grammar 30 “ Geography 50 “ Canadian History 30 “ <i>At the teacher's discretion.</i> French-English Dictionary ... 40 cts. English Grammar ... .....25 “	Scribbling book. Copy book. 5 cts. Drawing book 5 “ Quatrieme Livre.....40 “ English Third Reader..... 35 “ Arithmetic (as for III Form) .35 “ Grammar “ “ 30 “ Geography “ “ 50 “ History “ “ 30 “ English Grammar “ 25 “ French-English Dictionary ....40 “ <i>At the teacher's discretion.</i> Histoire d' Angleterre 25 cts. Mental Arithmetic.

NOTE.—As the matter does not fall within my province, I have recommended no books on religious subjects.

 OTTAWA SEPARATE SCHOOL BOARD—FRENCH SECTION.

1. Teachers are changed too frequently to the great detriment of the classes.

2. There should be uniform hours for assembling and dismissing the classes. Teachers have no authority to assemble pupils before 9 a.m. All schools should open at 9 a.m. and close at 12 noon; the afternoon session being from 1.30 to 4. Where different hours are kept in the boys' divisions it may be for the convenience of the teachers but certainly it is not for the benefit of the school. The morning session is the more important, for the pupils are then in the best condition to work. Consequently it is a generally observed custom to have the morning session the longer one with the most difficult subjects taken up. The reverse of this prevails in most of the boys' classes, though the teachers were recommended to change. To this difference in school hours is probably attributable some of the dilatoriness now existing. Besides, it interferes with the convenience of the family when the children return for dinner, to require the boys to leave half an hour before the girls.

3. There should be uniformity in the studies of the same grade in boys' and in girls' classes. The programme of studies authorized for Separate Schools is the one that should be followed by all the teachers under the control of the Board. No teacher or body of teachers is authorized to frame a course to be followed by pupils under their management unless it agrees substantially with that mentioned above.

4. As noted in a previous report there is urgent need of uniform examinations conducted by competent persons appointed by the Board. This would show to some extent the standing and the progress of the different classes, and the results should be taken into account in making promotions.

5. The study of English has made very satisfactory progress in the girls' divisions, where the teaching has been thorough and systematic under capable teachers specially charged with this duty. Though some progress has been made in the boys' schools, their standing in this subject is not equal to that of the girls. It is of the highest importance that on leaving your schools every boy should be able to speak, read and write English with some degree of thoroughness. Lacking this ability he would be greatly handicapped in making his way in this Province. It is the plain duty of the Board, then, to see not only that English is taught to every child, as is now I believe the case, but also that in this important subject as good provision is made for the boys as now exists for the girls.

6. As formerly pointed out to your Committee there is urgent necessity for action in the matter of text books. At the request of certain of your members I sent reports on this subject showing (a) that there are too many books; (b) that the cost is great; (c) that some books need a thorough revision; (d) that there is no uniformity. The Board should see that these matters are set right without unnecessary delay. Elected as guardians of the parents' interests they are bound to see that the books are quite suitable and the cost not unreasonable. But the children suffer more from this evil than do their parents in their monetary loss. Too many books, or books of a poor kind, must sadly interfere with good teaching. The School Law deals with this matter chiefly as to the question of uniformity. The Board has already been given due notice and ample time in which to make the requisite changes. Should it not take action it will be the Inspector's duty on his next visit to recommend the withholding of the Legislative grant until the matter is set right.

7. In written French there has been an improvement since the date of my last report. The standing varies, however, in the different schools, as an examination of the marking will show, and in some instances there is still room for better work.

8. From the accompanying reports of attendance it will be seen that a considerable number of children start school life at a somewhat advanced age. When it is considered that few, comparatively, remain after the age of fourteen, it will easily be seen how important it is that school attendance should begin early. A child whose school education has

extended over only five years, or even less, must afterwards compete at a terrible disadvantage in most pursuits with those who have received a thorough school training. A comparison of the returns shows that as a rule the girls have begun school earlier than the boys; of the former over 33 per cent. of the total number registered, in all but Youville school, were from 5 to 7 years, while the boys of these ages were but 18 per cent.

9. The standing of the lowest grades, to which attention was before directed, has shown improvement, marked in some schools and only fair in others. In general the boys' classes have not yet reached a thoroughly satisfactory standing in the work of these grades.

10. The equipment of the schools, as noted in the individual reports, is fairly good though not complete in all cases. Every school should have a proper globe and an ample supply of maps, among which those of the World, Canada and Ontario should always be found.

11. In some instances the rooms are small, and the lighting and ventilation not altogether satisfactory. Where the light comes altogether or chiefly from the right the seats should be faced in the opposite direction. In certain schools better provision for ventilation could be provided at a very moderate outlay. In all these matters affecting the health of the teachers and children the Board has plain and responsible duties.

12. More fitting accommodation should be provided for Ste. Anne's School as soon as the resources of the Board will permit.

13. An examination of the figures of the accompanying school returns will make it clear that certain classes are greatly overcrowded while others have but a small number. Where 100 to 130 pupils are registered for a single teacher it is but too evident that any individual cannot receive that personal attention so necessary in junior grades. If all class rooms were of the right kind it would be very easy to remedy this matter, because it is not in general a larger staff but a re-arrangement and proper classification that will be required. Unfortunately, however, several of the rooms are small and not well lighted and ventilated. But a better system of grading is also needed. In some of the larger schools there are two or more grades covering about the same course in their studies; and at times pupils skip a grade or more in their promotions. As a present remedy for the overcrowding, it will be found possible to place in most cases three of the higher grades into two compartments and divide the lower classes where the attendance is too large.

14. With this report is sent a digest of the attendance of the half year from January to July, 1894, giving the registered and the average attendance of all the schools and separately by classes. An examination of this will make it plain that the regularity of attendance varies considerably both by schools and in individual classes. The reasons for this might be investigated by the Board. It will be seen that there is a wide difference between the average for the half year and that of the previous year, 1893. The figures of yearly attendance in the Ottawa Public Schools for 1893 (the latest to hand) are also given. Comparisons may be made as to the number of classes, the number of pupils for each teacher, etc.

OTTAWA SEPARATE SCHOOLS—FRENCH SECTION.

1894—JANUARY TO JULY. ATTENDANCE, ETC.

La Salle School.

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Brother Prosper	110	59.7	54	5 — 11	6.85
" Olivarius	88	57	65	6 — 15	8.75
" Optatius	51	51	72	7 — 15	9.85
" Sericien	59	49	83	10 — 13	10.58
" Philippe	54	40.7	75	9 — 13	10.52
" Rufinian	51	41.7	82	8 — 15	12.14
" Josephus	44	33.5	76	10 — 16	13.
" Albert	39	32.8	84	12½ — 17	14.09
" Palasis	18	15.7	87	13 — 17	14.33
" Gemel-Martyr					
Total	534	381	71		
Average	59	42			

St. Jean Baptiste School.

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Brother Germain	81	57	70	5 — 13	8.33
" Urbanus	60	50	83	7 — 14	9.53
" Victorinus	32	30	95	8 — 14	10.09
" Crescentinien	42	37	89	8 — 12	10.74
" Honoré	31	25	81	11 — 15	13.16
" Osmund	25	21	84	11 — 15	13.04
" Servilien					
Total	271	220.5	81		
Average	45	36.7			

Garneau School.

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Brother Mellynus	50	34	68	5 — 12	8.32
" Parisius	40	35.7	89	9 — 14	11.37
Total	90	70	78		
Average	45	35			

OTTAWA SEPARATE SCHOOLS—FRENCH SECTION.—*Continued.**Brebeuf School.*

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Brother Raphael.....	107	79	74	5 — 13	8.12
" Antoine.....	60	48	80	8 — 14	10.85
" Lewis.....	44	38	86	9 — 15	11.8
" Brynolf.....	32	27	84	10 — 15	12.22
" Matthias.....	29	24.5	84	11 — 16	13.65
" Cantien.....					
Total.....	272	216	79		
Average.....	54	43			

Guigues School.

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Sister St. Eloi.....	130	66.5	51	5 — 12	6.82
" St. Honoré.....	82	65	79	5 — 12	7.41
" St. Arthemise.....	57	45	79	7 — 12	8.84
" M. Josephine.....	40	33	83	8 — 14	10.33
" Ste. Anne de la Croix.....	47	37	79	9 — 12	9.96
" St. Bernardin.....	51	39	76	8 — 13	9.92
" St. Ludger.....	41	35	85	7 — 14	10.84
" Ste. Pulcherie.....	32	25	78	10 — 15	12.03
" Ste. Radigonde.....	32	28	88	9 — 14	11.65
" Ste. Herminie.....	35	30	86	10 — 15	12.34
" Ste. Hilarie.....	24	22	92	13 — 17	14.41
Total.....	571	426.5	75		
Average.....	52	39			

Ste. Anne's School.

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Sister St. Damien.....	78	39	50	5 — 12	7.03
" St. Ernest.....	39	31	79	7 — 14	9.25
" Ste. Victorie.....	32	25	78	7 — 13	10.
" St. Berchmans.....	34	25	74	8 — 14	11.
" St. Leonard.....	24	18	75	9 — 14	12.33
Total.....	207	138	63		
Average.....	41	27			

OTTAWA SEPARATE SCHOOLS—FRENCH SECTION.—*Continued.**St. Rosaire School.*

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Sister Dufrost	81	55	68	5-14	8
" St. Aglaé	51	41	80	2-14	10.65
" Ste. Blandine	50	40	80	8-15	10.80
" Ste. Emerentienne	32	27	84	10-15	12.32
Total.	214	163	77		
Average.	54	41			

St. Roch School.

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Sister St. Antonin	90	54.5	60	5-9	6
" Ste. Emelienne	43	36	84	7-10	8.23
Total.	133	90.5	68		
Average.	67	45			

Ste. Famille School.

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Sister St. Ladislav	81	46	57	5-10	7
" St. Anysie	36	27	75	5-12	8.19
Total.	117	73	62		
Average.	59	37			

Rideau School.

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Sister St. Leandre	33	16	50	5-13	8

OTTAWA SEPARATE SCHOOLS—FRENCH SECTION.—*Concluded.**Youville School.*

Teacher.	Pupils on register.	Average attendance.	Per cent. of average attendance.	Ages.	Average age.
Sister St. Cyrille.....	19	16	84	12—17	14
" M. de la Merci.....	26	24	91	14—19	16
Total.....	45	40	89		
Average.....	23	20			

Summary of Attendance.

Schools.	Rooms.	Registered attendance.	Average attendance.	Registered No. per room.	Average attendance per room.	Average attendance, per cent.
La Salle.....	9	534	331	59	42	71
St. Jean Baptiste	6	271	220	45	37	81
Brebeuf.....	5	272	216	54	43	79
Garneau.....	2	90	70	45	35	78
Guigues.....	11	571	427	52	39	75
Ste. Anne.....	5	207	138	41	27	63
St. Rosaire.....	4	214	163	54	41	77
Ste. Famille.....	2	117	73	59	37	62
St. Roch.....	2	133	91	67	45	69
Rideau.....	1	33	16	33	16	50
Youville.....	2	45	40	23	20	89
Total.....	49	2,487	1,835			
Average.....				50.7	37	74
Brothers' schools.....	22	1,167	887	53	40	76
Sisters' schools (omitting Youville)	25	1,275	903	51	36	71
Ottawa Public schools, 1893.....	61	4,152	2,831	68	46	68
Separate schools, 1893.....	91	5,076	3,060	56	34	60
Actual number of rooms	84			60	36	

ORGANIZATION OF THE COMMISSION.

To the Hon. G. W. Ross, LL.D., Minister of Education, Province of Ontario.

SIR,—In pursuance of this Commission, the Commissioners met in the Normal School, Ottawa, on June 4th, and elected Mr. Scott chairman, and Mr. Chenay secretary.

They then considered the work to be done, the best means of accomplishing it, notified all parties concerned, and after planning their work for Wednesday, June 5th, adjourned for the day.

That evening the Rev. J. T. Foley and Mr. Chenay notified the chairman of their intention to resign from the Commission. Subsequently they did resign.

The Commission was reorganized by the appointment of Edward Ryan, B.A., M.D., of the city of Kingston, and J. J. Tilley, Esq., Inspector of County Model Schools for the Province of Ontario, and on June 11 the Commission as reorganized met in the Normal School, Ottawa, elected Mr. Scott chairman, Dr. Ryan secretary, and after the transaction of some other business adjourned to meet at St. Patrick's school on Wednesday, June 12, at 9 a.m.

On arriving at this school the next morning Brother Director Mark informed them that "his higher superiors had given instructions that he was not to allow the Commissioners to examine the classes." They next visited La Salle school. Here they were received by Brother Director Philadelphus, who said "he had orders not to allow the inquiry in this school."

The Commissioners retired, and having doubts as to the extent of the resistance to be offered, they returned to La Salle school and were informed by Brother Philadelphus, that "As soon as the Commissioners entered a room the brother in charge would leave his class. The pupils would be allowed to remain and be at the disposal of the Commissioners. Nothing would be said to them (pupils) to set them against the Commissioners. The teacher would not answer any questions the Commissioners might ask him. He (teacher) would give them no information regarding his class. In fact, the resistance to the inquiry meant everything short of using force." This view of the official instructions to the Brothers was confirmed by Brother Director Mark on whom your Commissioners called a second time, and both gentlemen assured the Commissioners that the same order had been issued to all the Brothers in the city. •

The Commissioners called also at St. Patrick's school for girls and at the Water Street Convent. At both these schools they were cordially received and the Rev. Mother Superior informed them that they were welcome and that the Sisters would aid them in every way in the prosecution of their inquiry.

The Commissioners spent Thursday, June 13, in preparing examination papers and on Friday, June 14, they visited a number of schools to get information regarding their classification, the books used, etc. At Garneau school they learned that the order to resist the Commission had been withdrawn.

After the withdrawal of the order to resist the Commission the Brother Directors in charge of the schools and each teacher under them gave every assistance possible to aid the Commissioners in the prosecution of their inquiry.

DAILY WORK OF THE COMMISSIONERS.

Beginning on Monday, June 17, and continuing until the close of the schools on June 28, classes were examined daily from 9 to 12 a.m., and from 1.30 to 4 p.m. From 4.30 to 6 p.m. the Commissioners met each day at the Normal School to meet with any persons interested in their proceedings, to revise the work done in the classes during the day, and to arrange the work for next day.

SCHOOLS EXAMINED.

The classes in the following boys' schools were examined: St. Patrick's School and Catholic Lyceum, St. Bridget's, St. Jean Baptiste, La Salle, Brebeuf, St. Joseph's and Garneau; and the following girls' schools: St. Patrick's, Our Lady's, St. Joseph's, St.

Rosaire, Guigues, and Youville. Sixty-six classes in all were examined ; 37 boys' classes and 29 girls' classes. All the boys' classes were taught by Brothers except three at St. Joseph's School, which were taught by three lay teachers. All the girls' classes were taught by Sisters.

MODE OF EXAMINATION.

FORM V.—ST. PATRICK'S SCHOOL (BOYS).

Form V. being a special class was examined by written examination in Arithmetic, Algebra and Geometry, and by oral examination in Reading, Literature, Grammar and Bookkeeping.

FORM IV.

Written examinations were given in Form IV., Senior and Junior Sections, in Arithmetic, Geography, History and English Grammar to both English and French Classes and in English dictation to the French Classes.

FORM III.—SENIOR SECTION.

Written examinations were given in Arithmetic, Geography and History to all the classes and in English Grammar to the English Classes and in English dictation to the French classes.

FORM III.—JUNIOR SECTION.

Written examinations were given in Arithmetic and Geography to all the classes and in English Grammar to all the English classes and in English dictation to the French classes.

FORM II.—SENIOR AND JUNIOR SECTIONS.

Written examinations were given in Arithmetic and English dictation to all the classes English and French, and oral examinations in Geography.

FORM I.—SENIOR SECTION.

Written examinations were given in Arithmetic and in Spelling by dictation in all the classes, English and French, where possible.

FORM I.—JUNIOR SECTION.

This class was examined orally in Arithmetic.

Oral examinations were given in the classes of all the forms where possible, in English Reading and Literature.

QUESTIONS.

In every subject the questions both oral and written were kept within the limits of the work prescribed by the Education Department, but in several cases it was found that the work prescribed had not been overtaken by the class; this was particularly the case in history.

In order to examine as large a number of classes as possible before the close of the school term on June 28th the Commissioners employed each day two and sometimes three experienced teachers to preside at the written examinations, thus leaving themselves free to conduct the oral work.

From time to time the questions were somewhat changed, but the same standard of difficulty was maintained throughout, and thus, a uniform test was applied to all classes of the same grade.

In most cases the papers for the French pupils were set in French and the answers were written in French. The answers in English Grammar in Form IV. were written in English, except at St. Jean Baptiste, where the paper was set in French and the answers given in French.

The French pupils were not examined as to their knowledge of the French language.

THE RESULTS OF THE INSPECTION.

A.—THE STANDING OF THE PUPILS.

Note.—As the classes in St. Joseph's School (boys) are taught by lay teachers, the percentages obtained are counted separately in making comparisons with other schools.

ARITHMETIC.

FORM I.—JUNIOR SECTION.

The boys except at St. Joseph's were not properly introduced to Arithmetic. They had been taught to deal with figures instead of numbers. In some schools many in the highest class of this section could not tell how many dots in :: or in In other schools the pupils were working addition and subtraction with numbers of three figures.

The girls' classes were generally taught number in a rational manner and intelligent answers were given by them. One exception to this was the class at St. Rosaire, where the beginners were working addition with numbers of three figures.

FORM I.—SENIOR SECTION.

The questions given were always easy mechanical examples (Appendix B.) The work was almost perfect at St. Joseph's (boys), and was good at Our Lady's (girls) and St. Joseph's (girls). The boys in every school except St. Joseph's counted their fingers, or made dots on their slates, etc.

The girls did not count to nearly so great an extent, but made an effort to add.

With the exception of the above named classes, the same pupils in the remaining classes did the examples each time and the rest seemed unable to do the work at all.

The boys were apparently taught nothing but the mechanical performance of addition and subtraction. Thus in a class of fifty-one boys of an average age of over ten years, working in multiplication with a multiplier of three figures, not one had the correct answer to $7 + 8 + 2 - 3 + 7 - 7$ written on the blackboard in this form. In a class of thirty-one boys of an average age of eleven, none had the right answer to $7 + 8 + 4 - 6 - 2 + 9$. In the other classes only a few pupils got the correct result. At St. Joseph's (boys), average age eight, everyone had the correct answer to such an example, and in the girls' classes the pupils generally had the correct answer to it.

The average of all the boys' classes omitting St. Joseph's was $31\frac{1}{2}$ per cent. correct and that of all the girls' classes was 43 1-5 per cent. correct.

FORMS II., III. AND IV.

As in the work prescribed for these forms, particular stress is laid upon the teaching of problems based upon the book work to be done, the questions set were so constructed as to test the pupils' knowledge of book work and their ability to apply it in the solution of simple problems suited to their capacity. (Appendix B.)

FORM II.—JUNIOR SECTION.

The work of these classes was very poor, averaging for the boys' classes 22 per cent. correct and for the girls' classes 24 2·5 per cent.; the exceptions were Our Lady's School (girls), in which the average was 46 per cent. correct, and St. Jean Baptiste School (boys), in which the average was 35 per cent. At the Garneau School the whole class wrote on the paper for the Junior Section and made 31 per cent.

FORM II.—SENIOR SECTION.

In the boys' classes the results are quite poor except in St. Bridget's School, in which the average was 37 per cent. correct, and in St. Joseph's, in which the average was 28 per cent. In the girls' classes the work was much better—the highest average being 51 per cent. correct in St. Joseph's School, and the next, 42 per cent. in Our Lady's School. Omitting St. Joseph's School (boys), the average for all the remaining boys' classes was 21 1·5 per cent., and that for all the girls' classes was 35 per cent.

FORM III.—JUNIOR SECTION.

The standing of both boys and girls in this section was quite low except in St. Joseph's (boys), in which the average was 70 per cent. correct, and in St. Bridget's (boys), in which it was 50 per cent. Omitting the class at St. Joseph's, the average for all the remaining boys' classes was 26 3·5 per cent. correct, and that for all the girls' classes was 24 per cent.

FORM III.—SENIOR SECTION.

The results in this section in the girls' schools were generally very good. St. Joseph's School (boys) stood first with an average of 72 per cent., and Our Lady's School (girls) was a close second with 67 per cent. Omitting St. Joseph's (boys), the average of all the remaining boys' classes was 20 4·5 per cent., and that of all the girls' classes was 47 per cent.

FORM IV.—JUNIOR SECTION.

In this section Our Lady's School (girls) with an average of 52 per cent. stood first, and St. Joseph's (boys) was second with an average of 50 per cent. Leaving out St. Joseph's (boys), the remaining classes of boys averaged 13½ per cent. The average for all the girls' classes was 33 4·5 per cent.

FORM IV.—SENIOR SECTION.

The classes at St. Bridget's and St. Joseph's amongst the boys, and the two classes of girls at Youville School did excellent work.

Omitting the class at St. Joseph's School, the average for all the remaining boys' classes was 27 2·5 per cent., and that for all the girls' classes was 56 per cent.

GENERAL REMARKS ON ARITHMETIC.

In the general standing of the schools in all the classes, St. Joseph's (boys) was decidedly above all the others, while Bréteuf School was the lowest.

Speaking generally, the work done by the boys excepting those of St. Joseph's School was poor. It was not at all unusual to find that one-third and in some cases even one-half of the pupils in a class had not obtained one single correct answer, and where reasoning was required the results were especially poor. For example :

In a class of 15 pupils 7 failed to get a single correct answer.

In one of	39	"	10	"	"	"
"	24	"	11	"	"	"
"	33	"	10	"	"	"
"	17	"	8	"	"	"
"	38	"	19	"	"	"
"	39	"	14	"	"	"
"	26	"	12	"	"	"
"	15	"	11	"	"	"
"	21	"	18	"	"	"

All these total failures were in boys' classes. In the girls' classes the number of total failures was much less than in the boys' classes, except in Form III., senior and junior sections of one school, in which three pupils out of seven and three out of six failed to get a correct answer, and in the junior third form of another girls' school in which there were ten total failures out of eighteen.

In the case of the boys, the work was badly put down upon paper except in the Senior Class at St. Bridget's, and showed that their training had been very deficient in this part of their education.

From the manner in which the girls placed their solutions upon paper, it was evident that their teachers comprehend the intimate connection between the understanding of a point and the ability to express the thought clearly in writing. The solutions were in general excellent, and it would be impossible in the time allowed to write papers more neatly and systematically.

The girls solved or attempted to solve a much larger number of questions than did the boys.

GEOGRAPHY.

In both sections of Form II. the pupils were examined orally in Geography (see Appendix B. for specimens of questions asked). In Forms III. and IV. they were subjected to a written examination.

FORM II.—JUNIOR AND SENIOR SECTIONS.

Boys' Classes.

In the boys' classes at St. Patrick's, St. Bridget's, St. Joseph's, Brébeuf, and La Salle Schools, the work in this form was poor. The boys could repeat a few definitions, but the seniors were unable to use the map prescribed for them. Not one pupil in ten could even trace the outline of the continents on a map of the world. It was evident that the use of maps was almost unknown to the pupils. This was especially true of Brébeuf school, in which, although the pupils were of an average age of twelve years, they knew nothing of Geography. In the Garneau School the pupils in this form did very well, quite as well as should be expected.

Girls' Classes.

In Our Lady's School the girls of this form did well, and those of St. Patrick's, St. Joseph's and Guigues did fairly well. None of those classes except the one at Our Lady's School was up to the standard, and the seniors were not very familiar with the map work prescribed.

FORM III.—JUNIOR SECTION.

In this form the work was generally poor. The exceptions were the classes at St. Joseph's (boys), Our Lady's and Guigues Schools. The class at St. Joseph's (boys) was the only one that did really well. It made an average of 56 per cent. Omitting this

class the average for all the remaining boys' classes was 14 3-5 per cent., and that for all the girls' classes was 24½ per cent. The classes at La Salle (boys) and St. Rosaire (girls) really knew nothing of the subject.

FORM III.—SENIOR SECTION.

The class at St. Joseph's (boys) did excellent work and averaged 61 per cent. The classes at St. Joseph's (girls), St. Patrick's (girls) and Guigues (girls) did fair work, while the rest of the classes were decidedly poor. The average of all the boys' classes, omitting that at St. Joseph's, was 11 4-5 per cent., and that of all the girls' classes was 23½ per cent.

FORM IV.—JUNIOR SECTION.

The class at St. Joseph's (boys) did very excellent work and made an average of 71 per cent. The classes at St. Joseph's (girls) and St. Rosaire (girls) also did well, making an average of 49 per cent. and 45 per cent. respectively. The class at Brébeuf was very poor. Omitting the class at St. Joseph's (boys) the average for all the remaining boys' classes was 18¾ per cent., and that for all the girls classes was 39 per cent.

FORM IV.—SENIOR SECTION.

The only classes that did well were those of St. Patrick's (girls), Youville (English-speaking girls) and Youville (French-speaking girls). The others were poor. St. Joseph's (boys) made only 23 per cent. Omitting this class the average of all the remaining boys' classes was 15 3-5 per cent., and that of all the girls' classes was 52 per cent.

GENERAL REMARKS ON GEOGRAPHY.

Speaking generally of all the classes, the work of the boys in Geography, except at St. Joseph's was poor as regards both knowledge and style. The writing, spelling and composition were poor.

Excepting in two classes at St. Rosaire the work of the girls was generally fair and sometimes good as regards knowledge, and it was always excellent as to writing, composition and general style.

GRAMMAR AND COMPOSITION.

Forms III and IV. of the English schools and Form IV. of the French schools were examined in English grammar.

The same paper was used for both senior and junior sections of Form IV. of the French schools, and the average result of the examination is entered opposite the senior section (Appendix A)

FORM III.—JUNIOR SECTION. ENGLISH SCHOOLS.

The best work done by any class in this subject was at St. Joseph's (boys) where the average was 78 per cent. The remaining classes of boys averaged 30 per cent. The average for all the girls' classes was 39 per cent. The class at Our Lady's School, with an average of 56 per cent. stood first.

FORM III.—SENIOR SECTION. ENGLISH SCHOOLS.

The work in all these classes was good except at St. Bridget's (boys) and St. Patrick's (girls). In both these cases the work was poor. Omitting the class at St. Joseph's (boys) which made an average of 63 per cent., the average for the remaining boys' classes was 37½ per cent. and that for all the girls' classes was 41½ per cent.

FORM IV.—JUNIOR SECTION. ENGLISH SCHOOLS.

Each of the girls' classes did well. The average for these classes was $48\frac{1}{2}$ per cent. Only one boys' class, that at St. Joseph's, did well, making an average of 60 per cent. The remaining boys' classes made an average of $15\frac{1}{2}$ per cent.

FORM IV.—SENIOR SECTION. ENGLISH SCHOOLS.

The work done in all the classes was fair except at St. Patrick's (boys), where it was poor. The average for the boys' classes, omitting St. Joseph's (boys), which made an average of 51 per cent, was 23 per cent. and for the girls' classes it was $38\frac{1}{2}$ per cent.

FORM IV.—SENIOR AND JUNIOR SECTIONS. FRENCH SCHOOLS.

These papers were written in English except at St. Jean Baptiste School. The work was not good, except at Youville School (girls) and St. Rosaire (girls). In general the boys attempted to answer only two questions, those relating to gender and number (see Appendix B). The knowledge of the girls was much wider, and it was usual to find them making an attempt to answer all the questions.

The average for all the boys' classes was $19\frac{1}{3}$ per cent, and that for all the girls classes was $40\frac{1}{2}$ per cent.

GENERAL REMARKS ON GRAMMAR.

The papers of the boys, English and French, except those of the boys of St. Joseph's school, were very deficient in neatness and orderly arrangement, and the questions requiring the exercise of the reasoning powers were not answered at all. The composition by the boys was poor. There was no attempt at punctuation and the pupils knew scarcely anything of the ordinary rules of English composition. In the girls' classes the composition was good and the style of the work was excellent in every way.

HISTORY.

All the classes were weak in history except one in Guigues School (girls), and another in St. Joseph's School (girls).

No English history had been taught to the boys during the year and very little to the girls in the classes examined, viz: Form III., senior section and Form IV. junior and senior sections. The knowledge of Canadian history in many cases was limited to events prior to 1763, and even of this portion but little was known. Judging by the answers there was a good deal of memorizing the words of the book.

FORM III.—SENIOR SECTION.

Except in a few instances the boys did not make statements. The work was put down in such a careless way that it was often impossible to know what the pupil was trying to tell. The writing, composition where attempted, and spelling were poor, and if marks had been taken off for misspelled words, as is the custom in Departmental Examinations, whole classes, English and French, would have been left without a mark.

The girls made an attempt to express themselves in sentences and the work was neat, the answers well arranged and the spelling and composition good, except in one or two cases where they tried to write the words of the book. Omitting the class of boys at St. Joseph's which made 25 per cent., the remaining classes of boys made an average of $6\frac{1}{2}$ per cent. All the girls together made an average of $23\frac{1}{2}$ per cent.

FORM IV.—JUNIOR AND SENIOR SECTIONS.

The knowledge of all the classes was more or less deficient, except that of St. Joseph's School (girls). This class did fair work and made 38 per cent. The subject does not seem to receive much attention. The limit table is not followed. Only a pupil here and there could answer a question in English history.

The spelling, composition and writing of the boys was far from good. These necessary parts of education had been overlooked, so that even when a pupil had the information he had difficulty in expressing himself. The girls were well trained in the art of expression. The wording of their answers was good and their composition excellent, and the whole answer paper was neat and the matter well arranged.

Omitting the class at St. Joseph's School (boys) which made an average of only 26 per cent., the remaining boys' classes averaged $11\frac{3}{4}$ per cent., all the girls' classes together averaged $28\frac{1}{2}$ per cent.

SPELLING.

To test the spelling of English words in Forms I. and II. of both English and French Schools, and in Forms III. and IV. of the French Schools, a simple passage from the Reader used by the class was dictated. Care was taken to see that the passage was one which the pupils had previously studied. The pupils of Forms III. and IV. of the English Schools were judged of their spelling, by their written work in Geography, Grammar and History.

FORM I.—SENIOR SECTION. ENGLISH SCHOOLS.

The passage given in appendix B was dictated to a number of classes. In a boys' class at St. Bridget's, of an average age of 10 years, the average number of mistakes was 20; in another boys' class, average age 8, at St. Joseph's, it was 4; in a girls' class, average age $7\frac{1}{2}$, at St. Patrick's, it was 6; in a second girls' class, average age 9, at Our Lady's, it was 6, and in a third, average age 8, at St. Joseph's, it was $3\frac{1}{2}$.

Omitting the class of boys at St. Joseph's which made an average of 83 per cent., the remaining boys' classes made an average of 40 per cent., and the girls' classes an average of $78\frac{2}{3}$ per cent.

FORM I.—SENIOR SECTION. FRENCH SCHOOLS.

In some French Schools of this form English dictation was not possible. A class of 31 boys of an average age of 11 years, was tried with "Tom has a fat cat." Only two made a good attempt to write this. One had four words and the other three correct. These were all the words correctly written, or seven words were written right out of a possible 155. Neither at La Salle (boys) nor Guigues (girls) were the results satisfactory. The work of the class at St. Rosaire was excellent.

The only class of boys that could write to English dictation made 23 per cent. The girls averaged 54 per cent.

FORM II.—JUNIOR SECTION. ENGLISH SCHOOLS.

The spelling of the girls in this section was excellent, averaging $77\frac{1}{2}$ per cent. The only class of boys made 44 per cent.

FORM II. JUNIOR SECTION. FRENCH SCHOOLS.

The results were poor except at St. Rosaire. The average of all the boys' classes was 21 per cent., and of all the girls' classes 53 per cent.

FORM II.—SENIOR SECTION. ENGLISH SCHOOLS.

The results were generally good. Omitting the class at St. Joseph's (boys) which made an average of 75 per cent., the remaining boys' classes averaged 54 per cent. All the girls' classes together averaged 70 per cent.

FORM II.—SENIOR SECTION. FRENCH SCHOOLS.

The spelling was not good except at Garneau School (boys) and St. Rosaire (girls). The average for all the boys' classes was $42\frac{1}{4}$ per cent., and for all the girls' classes it was $56\frac{1}{2}$ per cent.

FORM III.—JUNIOR SECTION. ENGLISH SCHOOLS.

The spelling was good at St. Joseph's (boys), Our Lady's (girls), and St. Joseph's (girls). Omitting the class at St. Joseph's (boys) which made an average of 69 per cent., the remaining classes of boys averaged 43 per cent. The girls' classes made an average of $62\frac{1}{3}$ per cent.

FORM III.—JUNIOR SECTION. FRENCH SCHOOLS.

Considering the easy passages dictated the classes did not do very well. The boys' classes averaged 39 per cent., and the girls' classes 41 per cent.

FORM III.—SENIOR SECTION. ENGLISH SCHOOLS.

The class of boys at St. Joseph's made an average of 64 per cent. Omitting this class, the average for the other boys' classes was $42\frac{1}{2}$ per cent. The girls' classes averaged $66\frac{2}{3}$ per cent.

FORM III.—SENIOR SECTION. FRENCH SCHOOLS.

The average of all the boys' classes was 49 per cent., and that of all the girls' classes was $47\frac{1}{2}$ per cent.

FORM IV.—JUNIOR SECTION. ENGLISH SCHOOLS.

The class at Our Lady's School did excellent work, making an average of 80 per cent. The class of boys' at St. Joseph's School made 61 per cent. Omitting this class the other boys' classes averaged 32 per cent. All the girls' classes averaged 68 per cent.

FORM IV.—JUNIOR SECTION. FRENCH SCHOOLS.

The boys' classes made an average of $46\frac{1}{2}$ per cent. The girls' classes made an average of $56\frac{1}{2}$ per cent.

FORM IV.—SENIOR SECTION. ENGLISH SCHOOLS.

The best class in this form was the one at Youville School (girls). This class averaged 82 per cent. The class at St. Joseph's School (boys) averaged 55 per cent. Omitting this class, the other classes of boys averaged $41\frac{1}{2}$ per cent. The girls' classes averaged 76 per cent.

FORM IV.—SENIOR SECTION. FRENCH SCHOOLS.

The boys' classes made an average of $55\frac{1}{3}$ per cent. and the girls' classes 64 per cent.

READING AND LITERATURE.

ENGLISH SCHOOLS.

In testing the reading, care was taken to select a lesson for reading which the pupils had already studied.

FORM I.—JUNIOR SECTION.

The reading of the class of boys at St. Joseph's was excellent, and the girls generally read well. This class at St. Joseph's (boys) made an average of 72 per cent. Omitting this class the average for the remaining classes of boys was 19 per cent. Their reading consisted in naming individual words. The average for all the girls' classes was 55½ per cent.

FORM I.—SENIOR SECTION.

The class of boys at St. Joseph's School and the girls in all the schools read well. Omitting the class of boys at St. Joseph's, which made an average of 64 per cent., the remaining boys' classes averaged 41 per cent. The average for all the girls' classes was 54½ per cent.

FORM II.—JUNIOR SECTION.

The reading of the girls generally was good. The class at St. Joseph's School (girls) read almost perfectly. The only class of boys averaged 40 per cent. The girls' classes averaged 65½ per cent.

FORM II.—SENIOR SECTION.

Decidedly the poorest reading in this section was that by the class of boys at St. Joseph's School which made 43 per cent. The best was that of the class of girls at the same school which made 77 per cent. Omitting the class of boys at St. Joseph's School, the average for the remaining boys' classes was 51½ per cent. The girls' classes averaged 66 per cent.

FORM III.—JUNIOR SECTION.

The reading generally was very good. The class at Our Lady's School (girls) read excellently. Omitting the class of boys at St. Joseph's School which made 47 per cent.—the lowest of any of the classes—the boys' classes averaged 53 per cent. The girls' classes made an average of 64 per cent.

FORM III.—SENIOR SECTION.

The class at St. Patrick's School (boys) was decidedly the best, making an average of 71 per cent. Omitting the class of boys at St. Joseph's which made 51 per cent., the remaining boys averaged 62½ per cent. The average for all the girls' classes was 60 per cent.

FORM IV.—JUNIOR SECTION.

The two girls' classes at Our Lady's School and St. Joseph's read well, making 70 per cent. and 68 per cent., respectively. Omitting the class at St. Joseph's School (boys) which averaged 50 per cent., the remaining boys' classes averaged 30½ per cent. The girls' classes made an average of 64½ per cent.

FORM IV.—SENIOR SECTION.

The class at St. Patrick's School (girls) read well and made an average of 64 per cent. The class at Youville School was not examined. Omitting the class of boys at St. Joseph's School which made 57 per cent, the remaining boys' classes averaged $36\frac{1}{2}$ per cent. The girls' classes averaged $67\frac{1}{2}$ per cent.

GENERAL REMARKS ON READING IN ENGLISH SCHOOLS.

Speaking generally of the boys' classes, the great fault of the reading was its lack of expression and the miscalling of words. In the lowest forms, except at St. Joseph's (boys), the reading consisted in the naming of words or of rhyming off a passage memorized from reading it again and again.

In literature, the boys of the English Schools did much better than in reading, and showed generally an intelligent grasp of the subject matter of the lessons read. Were it not for this the marks would have been much lower than they are.

In the girls' schools the reading and literature were excellent in many cases, and more than good in all. Even the youngest pupils made very successful efforts to read with expression. The Sisters deserve much credit for the care and thoroughness with which these subjects have been taught.

FRENCH SCHOOLS.

FORM I.—SENIOR SECTION.

The only class that could read in English was the one at St. Rosaire. It read very well and made 55 per cent.

FORM II.—JUNIOR SECTION.

The boys in the Garneau School read excellently. The girls at Guigues and St. Rosaire Schools did well. The average of the boys' classes was $40\frac{1}{3}$ per cent, and that of the girls' was 46 per cent.

FORM II.—SENIOR SECTION.

The class at Garneau School did well in reading and made 75 per cent. The average of the boys' classes was 45 per cent., and that of the girls' was $50\frac{1}{2}$ per cent.

FORM III.—JUNIOR SECTION.

The boys averaged $40\frac{1}{3}$ per cent. and the girls $63\frac{1}{2}$ per cent.

FORM III.—SENIOR SECTION.

The boys averaged 38 per cent. and the girls 67 per cent.

FORM IV.—JUNIOR SECTION.

The boys averaged 46 per cent. and the girls $68\frac{1}{2}$ per cent.

FORM IV.—SENIOR SECTION.

The boys averaged $42\frac{2}{3}$ per cent. and the girls 70 per cent.

READING AND THE TEACHING OF ENGLISH TO FRENCH PUPILS.

BOYS' SCHOOLS.

Except in the senior class of Garneau School the reading was not good. The classes where "none" is entered had not yet begun English reading.

The "conversational method" of teaching had not been followed sufficiently, and there was but little evidence that the instructions to teachers of French-English Schools issued by the Education Department in April, 1892, as "Hints on Teaching English to Junior French Classes" was being followed. (See appendix C.)

The Commissioners also found that the Regulations of the Education Department which, since 1891, have required teachers "to conduct every exercise and recitation from the text-books prescribed for Public Schools in the English language," and which also require that "all communications between the teacher and pupil in regard to matters of discipline and in the management of the school shall be in English, except so far as this is impracticable by reason of the pupil not understanding English" was not observed in the French Schools.

All the subjects prescribed for study are taught in the French language, and French is almost entirely the language of these schools. The use of English had been confined in a large majority of the classes to the few minutes in the day given to the teaching of English.

In some cases this was necessary on account of the inability of the teacher to speak English, and in others the teachers knew so little English as to make it undesirable that they should undertake to teach in this language. In such cases as this a teacher who can speak English passes from room to room and devotes from 15 minutes to half an hour daily to teaching the English language in each room.

The "conversational method" was employed at the Garneau School, and in Form II. of this school the results were very good. The teacher said that he gave one hour and a quarter daily to conversation in English, in which the pupils were required to take part. This was the best class in English in the second form found in any of the French Schools.

The teaching of English in the second and higher forms of the other French Schools was carried on by reading from an English reading book and by translation from text-books provided for the purpose.

In the second and third forms of these schools there was but little teaching of English. The exercise consisted almost entirely in the spelling and pronunciation of the words of the reading lesson by the teacher and the repetition of the same by the pupils simultaneously and individually. No explanation of words was given, and no attempt was made to enlarge the vocabulary of the children. While in some cases the pupils could pronounce the words fairly well, it was not at all uncommon to hear boys eleven and twelve years of age who had gone through two or three forms in the school read so badly that it was quite impossible to know what they were reading by listening to them. The teaching of English by translation was doing but little for the pupils.

For beginners elementary "Lessons in English" is used. This book contains thirteen lessons, and when a pupil passes from the form in which it is used to the next higher form he is required to purchase a larger edition of the book containing forty-five lessons. The first thirteen lessons of the advanced book are a reprint of the primary book. Thus after having got an advanced book the child finds that he has to go over the old work before coming to the new matter. It must be noted, however, that a portion of the subject-matter of each lesson printed in the smaller book is not learned until the child meets it in the larger one.

It was found in the La Salle School that during the past year only six lessons had been learned in the smaller book, and in the next higher class only fifteen lessons out of forty-five had been learned in the advanced book. Thus the pupils of this room had bought a new book and had learned only two lessons more than were contained in the smaller one which had been discarded when they were promoted. It was also found in the same school that the pupils in one class take the first sixty pages in their English

Reading Book, and that when they are promoted they will begin at the beginning of the same book. During the past year the class from which promotion is made had gone over sixty pages, and the class to which promotion will be made had gone over only one hundred pages. Thus in a school year the pupils had gained only forty new pages in this reading book.

From a consideration of all the facts and from a careful examination of the French Schools the Commissioners can come to no other conclusion than that there is no attempt worthy of the name made to teach English in the boys' schools.

The teaching is largely giving to the pupil written forms, whose sounds when spoken by him convey no idea to his mind.

If the instructions of the Education Department with reference to the teaching of English were followed, and a teacher capable of teaching English employed for every class, the text-books for translation could be laid aside, and the pupils would learn more English in six months than many of them know now after having been at least four years at school.

GIRLS' SCHOOLS.

In the three French Schools for girls which were examined, only a few teachers were met who could not speak English fairly well.

A teacher was also employed in each of these schools whose sole business it was to go from class to class and teach English. The "conversational method" was used in the junior classes, and the instructions regarding the "teaching of English to junior French classes" were being followed, although the work to be done at Guigues was more than one teacher could overtake and do it justice. In all the schools the youngest pupils were making fair progress in conversation, and a very much smaller proportion of girls was found who did not understand the speaker in English than amongst the boys.

The reading and literature in all the classes were quite satisfactory. Many read with excellent expression, and nearly all understood the meaning of what was read.

WRITING.

The work in the copy-books and exercise books of both boys and girls was excellent. These books were clean and neat. The whole reflected great credit alike upon the teachers and pupils. From observing these books from day to day it was expected that the writing upon the examination papers, especially in Forms III. and IV. of all the classes, would be good.

Boys' Classes.

The written work amongst the greater number of boys' classes was sadly at variance with these expectations. The letters were so carelessly and imperfectly formed, and the arrangement of the work upon the paper was so lacking in system that the papers generally presented an untidy appearance and were very difficult to read. The classes at St. Joseph's School (boys) were no exception, and their writing could not be ranked good in all cases.

A very large number of pupils in the primary classes of boys could make no attempt to write. In some cases they had no facilities, having neither pencils nor pens; in others they had not been taught. This remark is made concerning pupils who had been at school a considerable time and not about those who had entered it recently. The primary class at St. Joseph's School (boys) was an exception. Every one here was being taught to write. The slate-pencils and even the lead-pencils were very often so short as to prevent the pupils from acquiring proper habits of holding the pencil or pen.

Girls' Classes.

In the girls' schools the writing was good, and in some of the senior classes it was very excellent indeed. The writing upon the examination papers was in keeping with

the excellent way in which the exercise-books of all kinds were written. The facilities for writing amongst the girls of the primary classes were good. There were no girls who had been any length of time at school who could not make a fair attempt to write. Many of the classes already use the "Vertical Writing." The average for all the boys' classes omitting St. Joseph's School, which made 49 per cent., was 40 per cent., and that for all the girls' classes was 59 per cent.

FORM V.—CATHOLIC LYCEUM.

This was an advanced class and was examined orally in Grammar, Book-Keeping, Reading and Literature and by written examination in Arithmetic, Algebra and Geometry.

In grammar the results were very disappointing. Boys 15 and 16 years of age, who have gone through the lower grades knew scarcely as much of the subject as pupils well up in a good Third Form should know. They had learned definitions and could repeat them very well and give the rules for inflection, etc., but in analysis and parsing their work was very inferior. For example in the sentence, "That he will return soon after the vacation is certain," "that" was parsed as a noun, "soon" as a conjunction, "after" as an adverb modifying "soon," "he" as the subject of "is" and "certain" as an adverb modifying "is."

The pupils knew something of the theory of book-keeping and could make simple entries correctly, but when transactions involving some thought were placed before them they failed. For example not one pupil could explain the following entry :

Mdse.	Dr.	\$800.
To Cash		\$500.
" Bills Rec.		200.
" J. Smith,		100.

The book used by the class for literature was Washington Irving's Sketch Book. The pupils were asked to read from this book. The reading was fair. A few read with good expression and all pronounced the words fluently and correctly. Their appreciation of the literature of the lesson read (Rip Van Winkle) was good.

On a written examination in arithmetic the class averaged 31 per cent. This was only a fair mark. On the examination in algebra and geometry (see appendix B for the paper) the average for the class was $3\frac{1}{2}$ per cent. The class really knew nothing of these two subjects.

B.—TEACHING AND TEACHERS.

The Director of each school was informed that his school would be inspected during the sitting of the Commission, and on the evening before it was examined was notified of the work that would be expected from himself and staff, and that each teacher would be expected to teach a lesson before the Commissioners on a subject to be selected by himself.

THE CHRISTIAN BROTHERS.

The distinguishing characteristic of the teaching observed was the readiness to accept mere memory answers without examining whether these were understood or not. Thus the whole work was largely a mechanical repetition of words. The reasoning powers were not exercised and often pupils were told the answers to questions which they could have answered themselves if given a moment or two to think. Pupils were invariably asked to repeat the words used by the teacher.

These observations were confirmed by the written answers of the pupils. Whenever reasoning was required the answering was in general poor. A marked exception to this was the answering of the three pupils composing the highest class at St. Bridget's on

the Arithmetic paper, and of the lesson in Reading taught by the Brother in charge of the Junior Section of Form I. St. Patrick's School, the only defect in this lesson being that the class as a whole was not taught.

During the lesson the Brothers confined their attention to a few pupils only. The others were neglected and soon fell into a listless, indifferent state.

The written examinations showed that the pupils were deficient in power to grasp the meaning of the questions and in ability to arrange their work neatly and systematically.

The general deportment of the pupils was good, and the order in most cases was satisfactory in spite of the fact that some classes were much crowded.

The inadequate knowledge and the frequent mistakes in English of even the English speaking teachers, showed that in many cases the literary qualifications of these teachers was not what it should be.

The Commissioners believe, that, as regards the purpose of education and the means of securing it, the Brothers are not familiar with modern methods of teaching.

THE SISTERS.

The teaching of the sisters showed good general scholarship. From the way in which they taught their lessons they evidently understood that education is training and can be secured only by the self-exertion of the pupils.

Although the knowledge of the pupils was in some cases defective their written answers were generally such, that the papers of whole classes might be put on exhibition as specimens of good penmanship and of care and neatness in systematic arrangement and they showed clearly that a successful effort had been made to lead the pupils to think.

The personal tidiness of these teachers and the neatness of their school-rooms showed that they understood the value of example as a teaching power, and indicated that attention was given to the little things which constitute perfection.

C.—THE CHARGES AGAINST MR. INSPECTOR WHITE.

It having been arranged that the Rev. Bro. Flamien representing the Christian Brothers was to meet the Commissioners in the Normal School at 4.30 p.m. on June 20, the chairman and secretary of the General Board of Separate School Trustees as well as the chairman of each of the sections were duly notified of this meeting and invited to be present. They were also requested to inform all interested parties and ask their presence.

At the time of meeting there were present the Rev. Bro. Flamien, Visitor, Rev. Bro. Gemel-Martyr, Assistant Visitor, Bro. Director Philadelphus, the Chairman of the Ottawa Separate School Board, the General Secretary of the Board, the Chairman of each of the sections, several trustees and a number of Separate School supporters.

The chairman read the commission and explained that the purport of the present meeting was "to enquire into the charges made against Mr. Inspector White by the Rev. Bro. Flamien, representing the Christian Brothers."

The Rev. Brother Flamien stated that the Brothers did not oppose the Commission as coming from the Government but as coming at the request of the Board of Trustees. He gave as his reasons that the Trustees had signed an agreement with the Brothers for a year, expressing thereby approval of their work, and that the action of the Board in asking for a Commission was regarded as a breach of faith.

The Rev. Brother then stated that neither he nor his subordinate, Brother Gemel-Martyr, had any charges to make against Mr. Inspector White. Had he any charges to make he would make them to the Minister of Education, who is the proper authority.

The Secretary of the General Board, the Chairman of the Board and the Chairman of each of the sections also stated that no charge had been preferred to the Board against Mr. Inspector White.

The chairman then adjourned the meeting.

D.—MR. WHITE'S OFFICIAL STATEMENTS.

FREQUENT CHANGES OF TEACHERS.

In the sixty-three classes taught by the Christian Brothers and the Sisters which were examined by the Commissioners, ten classes had changed their teachers during the year and twenty-seven others had been in charge of their present teachers for a year only. The former change is a great loss to the class and the latter, where the work of the teacher was changed as it was in many cases, involves a great loss of teaching power to the teacher who is transferred from a class with the work of which he is familiar to another the work of which he has to learn.

SCHOOL HOURS.

The Commissioners found that the school hours varied very much. There was no uniformity.

The following are the hours of assembling and dismissing at the various schools named as shown by the time-tables in use :

School.	Forenoon Session.	Afternoon Session.
La Salle	8.30 — 11.30	1 — 4
"	8.45 — 11.30	1 — 4
St. Jean Baptiste	8.45 — 11.30	1 — 4.15
"	8.45 — 11.30	1 — 4
"	8.30 — 11.30	1 — 4
Brebeuf	8.45 — 11.30	1 — 4
"	8.45 — 11.30	1 — 3.30
St. Bridget's	9 — 12	1.30 — 4
"	8.45 — 12	1.30 — 4
St. Patrick's (boys)	8.30 — 11.45	1 — 4
"	9 — 11.45	1.15 — 4
"	9 — 11.40	1.15 — 3.45
Guigues and Youville	9 — 11.30	1 — 4
" "	9 — 12	1.30 — 4
" "	9 — 12	1.20 — 4
" "	9 — 11.30	1.15 — 3.30
" "	9 — 11.50	1.15 — 3.50
St. Joseph's (girls)	9 — 12	1.30 — 4
"	9 — 11.30	1.30 — 3.30

St. Patrick's (girls) and Our Lady's had the same hours as St. Joseph's (girls).

It was not always the youngest pupils who had the shortest hours as was the case at St. Joseph's (girls).

The Commissioners are of the opinion that the interests of both pupils and parents would be best served by the Board of Trustees acting on the recommendations of Mr. Inspector White.

UNIFORM LIMIT TABLE.

As shown by the results of the examination and by the text-books used by the classes, there had been no uniformity in the work of the same classes in the various boys' schools. The corresponding girls' classes at St. Joseph's, St. Patrick's and Our Lady's Schools, are doing the same work. The advantages of such uniformity are so obvious that your Commissioners are surprised that the Board has not taken the matter in hand long ere this.

UNIFORM EXAMINATIONS.

From a careful inspection of the work done by the boys in their written examinations, your Commissioners are of the opinion that these schools would be greatly benefited by holding regular, uniform, written examinations in the same grade in all the schools. This matter and that relating to uniformity of studies are urgent and call for the immediate attention of the Board.

COST OF TEXT-BOOKS.

Statement of cost of text-books in Reading, Arithmetic, Geography, Grammar, and History in each form of the Schools named, including the Ottawa Public Schools. The religious books such as Histoire Ste. and Catechism, and also Copy-books, Drawing-books, Scribblers, etc., are not included.

Form.	Brebeuf.		La Salle.		Guigues and Youville.		St. Patrick's (girls).	St. Patrick's (boys).	Public.
	English.	French.	English.	French.	English.	French.	English.	English.	English.
I	\$ c.	\$ c. 20	\$ c.	\$ c. 45	\$ c. 7	\$ c. 23	\$ c. 17	\$ c. 32	\$ c. 15
II	75	1 15	75	1 50	10	20	50	50	25
III	35	1 90	1 35	2 35	25	2 15	85	1 85	1 60
IV	1 00	95	30	60	40	1 05	3 05	1 45	80
	2 10	4 20	2 40	4 90	82	3 63			
Total ..	6 30		7 30		4 45		4 57	4 12	2 80

Part I. of the First Book is not used in the Ottawa Public Schools.

Three dictionaries used in teaching Reading, costing \$2.05, are not included in the statement regarding Brebeuf school, as dictionaries were not reported by the Directors of the other schools:

Other text-books than those whose prices are given were found in the hands of pupils. The teachers explained that these had been used but were not now being sold to the pupils.

A consideration of this table shows the need of the Board taking action to determine the books to be used in each class, *e.g.*, a pupil in some of the schools examined has to pay from \$1.10 to \$1.30 for the text-books in Arithmetic. A pupil at the Public Schools uses one book which costs 25c. If the work of all classes in the same Form were uniform, and if pupils were promoted by uniform promotion examinations for all the classes, the necessity of using the same text-books in each school would be at once obvious.

The boys buy all these books from the Brothers, and the girls buy a considerable number of theirs from the Sisters. The price charged is not uniform, *e.g.*, *Arithmetique Elementaire* is sold in some schools for 30c. and in others for 25c.; *Arithmetique Cours Moyen* for 40c. and 35c., *Arithmetique Commerciale* for 60c. and 50c. Your Commissioners are of the opinion that it would be to the advantage of these schools to bring them under the provisions of the School Act, section 210: "No teacher, trustee, inspector, or other person officially connected with the Education Department, the Normal, Model, Public, or High Schools or Collegiate Institutes, shall become or act as agent for any person or persons to sell, or in any way to promote the sale for such person or persons, of any school, library, prize or text-book, map, school apparatus, furniture or stationery, or to receive compensation or other remuneration or equivalent for such sale, or for the promotion of sale in any way whatsoever."

In neither the English nor French Schools are the text-books uniform. The School Act declares that the School Board shall "see that all the pupils in the schools are duly supplied with a uniform series of text-books"—(The Separate Schools Act, sect. 32, art. 7.)

BUILDINGS, YARDS, Etc.

Water Street Convent. The space, lighting, ventilation and furniture are in general good. The school is not well supplied with maps and globes.

Guigues School. The lowest class is poorly housed. It is in an old frame building unfitted for school purposes. The other classes are not much better. The building is poor and out of repair. The ceilings are low. The stairs are very steep and would be dangerous in case of fire or other alarm. In the summer some of the rooms are oppressively hot, and in the winter it would be impossible to maintain a proper uniform temperature in any of them. The school is not well supplied with maps and apparatus.

St. Ann's School. A new building is needed. It is dangerous for children. So steep and narrow are the stairs to the second floor that any alarm as of fire would render it almost impossible to remove the children in safety. The yard is small and the closets poor.

St. Bridget's School. This building is heated and ventilated by the Smead-Dowd system. The yard is low and small, and is flooded each spring and fall. It is covered with black cinders, which no doubt largely accounts for the color of the floors. The maps are old and out of order, and the supply is insufficient.

Our Lady's School. The class-room space is small. There is no ventilation except by means of the windows, which must endanger the health of both pupils and teachers in winter. The yard is very small, and it is under water in spring and fall. This could be remedied by a small outlay. The supply of maps and apparatus is meagre.

Brebeuf School. The space is sufficient, but the seats and desks are old and in some cases quite insufficient in number. The walls and wood work are dirty. The stairs would be dangerous to the pupils in case of an alarm. The accommodation provided for the Brothers is altogether inadequate. Their health must suffer from being compelled to sleep in such a small room destitute of ventilation and also imperfectly heated.

St. Patrick's School (Boys). The building is good though slightly out of repair. It is heated and ventilated by the Smead-Dowd system. In one room the light comes from the right.

The Catholic Lyceum. The building and furniture are new and fully up to the times. The furniture has been carefully looked after. The water-closet is too near the building. Both these schools need more maps and apparatus.

St. Patrick's School (Girls). This building is satisfactory. The maps and apparatus are sufficient.

St. Rosaire School. The building and apparatus are satisfactory.

St. Jean Baptiste School. The space is insufficient in every room. The lighting is poor. The supply of light is quite insufficient in fall and winter. There is no ventilation except by means of the windows. The stairs leading to the second floor are very narrow. An outside one has been provided, but in case of a fire it might be difficult to reach it from the south side of the building. The closets are poor—they are a menace to the health of the neighborhood. The building is heated by steam; in case of a fire at night the Brothers who reside in the attic would find it difficult to escape.

La Salle School. Some of the rooms are too small for the numbers in attendance. The lighting is not always good. The supply of maps and apparatus is meagre. The closets are new and in good order.

Your commissioners were treated with the greatest kindness by everyone with whom they came in contact, and they desire to thank each and all for the assistance so courteously rendered.

All of which is respectfully submitted.

WM. SCOTT,
EDW. RYAN,
J. J. TILLEY.

APPENDIX. A.—TABLE showing the schools examined, the age of the pupils

Subject.	Class.	English Schools.							
		St. Patrick's, Boys.		St. Bridget's, Boys.		St. Joseph's, Boys.		St. Patrick's, Girls.	
		Age.	Per cent.	Age.	Per cent.	Age.	Per cent.	Age.	Per cent.
Arithmetic	Jr. I.	7 $\frac{3}{4}$	.....	8	.....	7	.....	6 $\frac{1}{2}$	.....
	Sr. I.	9	37	10	23	8	95	7 $\frac{3}{4}$	40
	Jr. II.	No class	.....	10 $\frac{1}{2}$	22	No class	.....	8 $\frac{3}{4}$	6
	Sr. II.	11	15	11	37	11 $\frac{1}{2}$	28	10 $\frac{1}{2}$	28
	Jr. III.	11 $\frac{1}{2}$	19	11 $\frac{1}{2}$	50	11 $\frac{1}{2}$	70	12	18
	Sr. III.	13	29	12 $\frac{1}{2}$	19	12 $\frac{1}{2}$	72	12 $\frac{1}{2}$	42
	Jr. IV.	14	9	13	18	13 $\frac{1}{2}$	50	14	16
	Sr. IV.	14 $\frac{1}{2}$	33	14	65	14 $\frac{3}{4}$	65	14 $\frac{1}{2}$	48
Average.....			23 $\frac{3}{4}$		33 $\frac{3}{4}$		63 $\frac{3}{4}$		28 $\frac{3}{4}$
Geography	Jr. III.		19		22		56		27
	Sr. III.		11		11		61		30
	Jr. IV.		32		20		71		27
	Sr. IV.		17		20		23		50
Average.....			19 $\frac{3}{4}$		18 $\frac{1}{4}$		52 $\frac{3}{4}$		33 $\frac{1}{2}$
Grammar	Jr. III.		32		28		78		30
	Sr. III.		66		9		63		19
	Jr. IV.		10		21		60		41
	Sr. IV.		10		36		51		36
Average.....			29 $\frac{1}{2}$		23 $\frac{1}{2}$		63		31 $\frac{1}{2}$
History	Sr. III.		5		2		25		24
	IV.		5		9		26		21
Average.....			5		5 $\frac{1}{2}$		25 $\frac{1}{2}$		22 $\frac{1}{2}$
Spelling	Sr. I.		51		29		83		75
	Jr. II.	No class	.....		44	No class	.....		71
	Sr. II.		62		46		75		65
	Jr. III.		50		36		69		54
	Sr. III.		54		31		64		68
	Jr. IV.		35		29		61		63
	Sr. IV.		32		51		55		70
Average			47 $\frac{1}{3}$		38		67 $\frac{1}{3}$		66 $\frac{1}{3}$
Reading and Literature	Jr. I.		20		18		72		55
	Sr. I.		40		42		64		51
	Jr. II.	No class	.....		40	No class	.....		56
	Sr. II.		52		51		43		57
	Jr. III.		50		56		47		51
	Sr. III.		71		54		51		53
	Jr. IV.		40		21		50		55
	Sr. IV.		52		21		57		64
Average.....			46 $\frac{2}{3}$		37 $\frac{1}{3}$		54 $\frac{2}{3}$		55 $\frac{1}{3}$
Writing	Jr. I.		20		None		55		55
	Sr. I.		34		33		64		50
	Jr. II.	No class	.....		34	No class	.....		63
	Sr. II.		50		57		42		57
	Jr. III.		22		50		50		51
	Sr. III.		34		52		34		63
	Jr. IV.		34		33		50		63
	Sr. IV.		34		57		50		63
Average.....			32 $\frac{1}{4}$		45 $\frac{1}{4}$		49 $\frac{3}{4}$		58 $\frac{1}{4}$

in each class, and the results of the oral and written examinations.

				French Schools.											
Our Lady's & Youville, Girls.		St. Joseph's Girls.		St. Jean Baptiste, Boys.		Brébeuf, Boys.		Garneau, Boys.		La Salle, Boys.		Guigues and Youville, Girls.		St. Rosaire, Girls.	
Age.	Per cent.	Age.	Per cent.	Age.	Per cent.	Age.	Per cent.	Age.	Per cent.	Age.	Per cent.	Age.	Per cent.	Age.	Per cent.
7½	57	7	53	9	32	6½	8	8	29	7½	38	7½	26	8	40
9	46	8	17	11	35	11½	6	10½	31	10½	16	11	23	10½	30
10	42	10½	51	11½	19	12½	16			12	19	11½	36	11½	18
12	33	12	33	13	17	12	14			12½	33	12½	22	12½	14
13½	67	12	45	13	17	12	14			13½	25	13	56	12½	25
14	52	13½	36	13½	13	13	14					13½	25	14	40
14½	64	.....	.....	14½	13	14	13			14½	13	14½	56	.....	.....
.....	51½	39½	.....	20½	.....	15½	.....	30	.....	.....	24	.....	34½	.....	27½
.....	32	25	.....	14	.....	13	.....	.....	.....	.....	5	.....	30	.....	8
.....	22	28	.....	14	.....	13	.....	.....	.....	.....	10	.....	29	.....	10
.....	36	49	.....	17	.....	6	.....	.....	.....	.....	.....	.....	38	.....	45
.....	48	.....	.....	17	.....	8	.....	.....	.....	.....	16	.....	58	.....	.....
.....	34½	34	.....	15½	.....	10	.....	.....	.....	.....	10½	.....	38½	.....	21
.....	56	31	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	47	58	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	61	44	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
.....	41	.....	.....	24	.....	15	.....	.....	.....	.....	19	.....	42	.....	39
.....	51½	44½	.....	24	.....	15	.....	.....	.....	.....	19	.....	42	.....	39
.....	8	28	.....	12	.....	8	.....	.....	.....	.....	6	.....	45	.....	13
.....	27	38	.....	17	.....	11	.....	.....	.....	.....	16	.....	29	.....	29
.....	17½	33	.....	14½	.....	9½	.....	.....	.....	.....	11	.....	37	.....	21
.....	75	86	.....	None	.....	None	.....	None	.....	.....	23	.....	32	.....	76
.....	85	76	.....	18	.....	6	.....	24	.....	.....	36	.....	36	.....	70
.....	67	78	.....	28	.....	22	.....	87	.....	.....	32	.....	43	.....	70
.....	65	68	.....	41	.....	41	.....	.....	.....	.....	35	.....	40	.....	42
.....	70	62	.....	59	.....	34	.....	.....	.....	.....	54	.....	53	.....	42
.....	80	61	.....	59	.....	34	.....	.....	.....	.....	.....	.....	60	.....	53
.....	82	.....	.....	65	.....	43	.....	.....	.....	.....	58	.....	75	.....	.....
.....	74½	71½	.....	45	.....	30	.....	55½	.....	.....	39½	.....	48½	.....	58½
.....	60	52	.....	None	.....	None	.....	None	.....	.....	None	.....	None	.....	None
.....	57	56	.....	None	.....	None	.....	None	.....	.....	None	.....	None	.....	55
.....	55	85	.....	None	.....	15	.....	73	.....	.....	33	.....	51	.....	41
.....	64	77	.....	16	.....	41	.....	75	.....	.....	48	.....	50	.....	51
.....	76	65	.....	34	.....	40	.....	.....	.....	.....	47	.....	57	.....	70
.....	64	63	.....	34	.....	40	.....	.....	.....	.....	40	.....	64	.....	70
.....	70	68	.....	47	.....	45	.....	.....	.....	.....	.....	.....	67	.....	70
.....	.....	47	.....	45	.....	45	.....	.....	.....	.....	36	.....	70	.....	.....
.....	63½	66½	.....	35½	.....	37½	.....	74	.....	.....	40½	.....	59½	.....	59½
.....	64	53	.....	20	.....	21	.....	20	.....	.....	33	.....	50	.....	50
.....	51	64	.....	21	.....	33	.....	31	.....	.....	40	.....	52	.....	63
.....	64	50	.....	34	.....	34	.....	50	.....	.....	51	.....	50	.....	62
.....	55	64	.....	42	.....	42	.....	63	.....	.....	42	.....	57	.....	57
.....	52	63	.....	34	.....	50	.....	.....	.....	.....	52	.....	57	.....	57
.....	57	64	.....	34	.....	50	.....	.....	.....	.....	50	.....	63	.....	62
.....	50	80	.....	50	.....	50	.....	.....	.....	.....	.....	.....	63	.....	63
.....	80	.....	.....	50	.....	57	.....	.....	.....	.....	50	.....	64	.....	.....
.....	59½	62½	.....	35½	.....	42½	.....	41	.....	.....	45½	.....	57½	.....	60

B.—Specimens of examples given and the papers set in the various subjects :

FORM I.—SENIOR SECTION.

Arithmetic.

Add	368	7854	36	From	700
	482	396	48	Take	146
	567	78	79		---
	496	892	68		
	375	59	357	From	3062
	648	67	---	Take	1427
	---	---			---

FORM II.—JUNIOR SECTION.

- (1) Write in figures
 - (a) Sixty-four thousand four hundred.
 - (b) Forty thousand three hundred and forty.
 - (c) Ten thousand and ten.
- (2) $75876 + 358796 + 876539 + 684634 + 687495$.
- (3) $6790010 - 4800112$.
- (4) How much is 858 less than 957 ?
- (5) I bought 65 cows at \$30 each, and 12 horses at \$65 each. I sold all the horses for \$1,000 and the cows at \$25 each? Did I gain or lose altogether, and how much?
- (6) Find the total cost of 18 yds. at 65 cts per yd., 75 yds. at \$1.20 per yd., 65 bushels at \$2 05 per bushel and 36 lbs. at \$1.00 per lb.

FORM II.—SENIOR SECTION.

- (1) Write in figures
 - (a) Twenty thousand and twenty.
 - (b) Three hundred thousand three hundred and three.
- (2) Add forty-four thousand and forty, sixty-four thousand six hundred, and ten thousand one hundred and one together.
- (3) What must be taken from 85,000 so that it may be just 58 more than 7,854?
- (4) John has 48 cents, James has 3 times as many as John, Thomas has 15 more than John and James together. How many cents have they altogether?
- (5) Divide \$600 among John, James and Thomas, so that John may have \$48 more than James and Thomas together, and that James and Thomas may have the same number of dollars.
- (6) Divide 7,856,463 by 687.

FORM III.—JUNIOR SECTION.

- (1) If 2 men weigh 160 lbs. each and 3 men weigh 180 lbs. each, what is the average weight of each of the 5 men?
- (2) A man sells 48 bu. of wheat at 95 cts. per bushel and buys 65 yds. of cloth at 25 cts. per yd., 2 pair of boots at \$3.50 per pair and \$3 worth of sugar. How much money has he left?
- (3) If a man sells 60 sheep at \$3.50 each and buys cloth with one-half of the money, and tea at 50 cts. per lb. with the other half, how many lbs. of tea will he buy?

- (4) How many minutes are there in 4 days?
- (5) Find the price of 4 bushels at 10 cts. per quart.
- (6) John had \$1.50, he bought 4 doz. oranges with his money and had 6 cts. left. What was the cost of each orange?

FORM III.—SENIOR SECTION.

- (1) Find the price of 20 rods at 5 cts. per foot.
- (2) Subtract 3 qts. 1 pt. from 5 pecks.
- (3) How many boards 12 feet long are there in a sidewalk 1 mile long, 2 boards wide?
- (4) I mix 12 lbs. of tea at 40 cts. per lb. and 12 lbs. worth 50 cts. per lb. and 60 lbs. worth 30 cts. per lb. If I sell all the tea at 50 cts. per lb., how much do I gain on each lb.?
- (5) In how many weeks of 6 days each will a man earn \$45, if he works 10 hours a day and gets 15 cts. per hour?
- (6) How many weeks will 52 bushels 2 pecks of oats feed 4 horses, if each horse is fed 4 quarts 3 times a day?

FORM IV.—JUNIOR SECTION.

- (1) Find the l. c. m. of 24, 25, 42, 63, 112 and 273.
- (2) Find the value of 1,672 sq yds. at \$165 per acre.
- (3) A man paid $\frac{1}{2}$ of his money to B, $\frac{1}{3}$ of it to C, and $\frac{2}{3}$ of the remainder to D, and had 15 cts. left. How much had he at first?
- (4) How much is $\frac{1}{2} + \frac{1}{4} + \frac{1}{8}$ greater than $\frac{1}{3} + \frac{1}{6} + \frac{1}{7}$?
- (5) Three men earned \$450. For each dollar the 1st earned the 2nd earned \$2, and for each dollar the 2nd earned the 3rd earned \$3. How much did each earn?
- (6) Simplify $2\frac{1}{2} + 3\frac{1}{3} - 4\frac{1}{4} + 5\frac{2}{5} - 4\frac{3}{5} - \frac{1}{4}$.

FORM IV.—SENIOR SECTION.

- (1) How many ounces are there in .0000575 tons?
- (2) Find the interest on \$4,500 at $7\frac{1}{2}\%$ per annum for 3 months.
- (3) By selling a farm for \$3,240 I gained 20% of the cost. For how much should I have sold it to gain 25% of the cost?
- (4) A takes an average step of $2\frac{1}{2}$ feet and steps once per second. How long will he take in walking $4\frac{1}{2}$ miles?
- (5) Divide \$91.10 among A, B and C so that A may have \$7.80 more than B and \$3.20 less than C.
- (6) How many flag stones 3 ft. by 4 ft. will pave a walk 40 rods long and 2 yds. wide?

GEOGRAPHY.

FORM II.—SENIOR AND JUNIOR SECTIONS.

Specimens of questions asked at the oral examination.

- (1) What is a hemisphere? An island? A continent? A river, etc.?
- (2) Name and point out the continents.
- (3) Between what continents is the Pacific Ocean?

- (4) Where is the Arctic Ocean?
- (5) Point out the Indian Ocean?
- (6) Name the continents in the Western Hemisphere.
- (7) Trace the outline of Europe with a pointer on the map of the world.
- (8) What connects North and South America?
- (9) Point to the north-west corner of the room—to the south side—to the west side of the map, etc.
- (10) What continents touch the Atlantic Ocean?

FORM III.—JUNIOR SECTION.

- (1) Define continent, ocean, equator, cape, hemisphere, gulf, isthmus, strait.
- (2) Draw an outline map of North America, and mark off the different countries and name them.
- (3) (a) Name the continents of the world.
(b) Name the oceans of the world, and tell where each one is situated.
- (4) Name six of the principal rivers in North America, and tell in what direction each one flows and into what body of water each one empties.
- (5) Name the principal gulfs and bays around North America and tell where each is situated.

FORM III.—SENIOR SECTION.

- (1) Define longitude, strait, plateau, equator and estuary.
- (2) Name the principal bays and gulfs of North America, and tell where each is situated.
- (3) Into what body of water does each of the following rivers flow :—Saugeen, Detroit, Rideau, Madawaska, St. Clair? Name the chief towns situated on each.
- (4) Name the principal Canals of Ontario and tell what bodies of water they join.
- (5) Name the Counties on Lake Erie and give the County town of each.
- (6) Draw an outline map of the Province of Ontario.

FORM IV.—JUNIOR SECTION.

- (1) Define longitude, axis of the earth, zone, frith, tributary of a river, glacier, volcano, oasis.
- (2) Name the Provinces of Canada, with the Capital of each Province, and tell where the Capital is situated.
- (3) Name the chief productions (1) of Ontario, (2) of New Brunswick, (3) of British Columbia.
- (4) Where are the following :
Rivers—Saguenay, Ohio, Fraser.
Islands—Cape Breton, Sitka, Porto Rico.
Capes—San Lucas, St. Roque, Race.
- (5) Draw an outline map of Ontario and show the position of each of the cities in the Province.

FORM IV.—SENIOR SECTION.

- (1) Where and what are the following :—Bosphorus, Bothnia, Servia, Sicily, Formosa, Delhi, Elburz, Zanzibar, Congo, Tasmania, Quito, Orinoco.
- (2) Name the principal tributaries of the Mississippi river and the states that lie along its western bank.
- (3) Name and give the position of the principal colonies of Great Britain.

- (4) Give the boundaries of the different zones and account for the position of the Tropic of Cancer and the Arctic Circle.
- (5) What is the principal trade carried on between Canada and the United States, and between what cities is this trade carried on?

GRAMMAR.

FORM III.—JUNIOR SECTION.

- (1) Define adverb, conjunction, sentence, predicate.
- (2) Pick out the adverbs in the following and tell the use of each :
 - (a) He always writes a very nice hand.
 - (b) I never saw that large boy before.
 - (c) His answer is now entirely changed.
 - (d) When do you think he will come here again?
- (3) Write three sentences, each containing two adjectives, and tell their use in each case.
- (4) Write three sentences, each containing a pronoun and two adverbs, and tell the use of each adverb.
- (5) Pick out the pronouns and the verbs in the following and draw a line under each :
 - (a) I have never seen his brother before.
 - (b) He says his book is larger than mine.
 - (c) John's dog will lose his collar.
 - (d) When does he think she will return?
- (6) Name the subject and the predicate in each of the following :
 - (a) The tops of the trees are in view.
 - (b) The boy will soon come.
 - (c) I heard his voice far away.
 - (d) Near the fence stands a large tree.

FORM III.—SENIOR SECTION.

- (1) Pick out the adverbs in the following and tell the use of each :
 - (a) When shall I see you again?
 - (b) He is very fond of music.
 - (c) He is less troublesome than he was formerly.
 - (d) I went away and then I returned.
- (2) Pick out the pronouns and the prepositions in the following :
 - (a) We got our sugar from his store on Sparks Street.
 - (b) He went to town in our sleigh.
 - (c) My dear child come with us.
- (3) Write three sentences, each containing two adjectives and two adverbs, and draw a line under each.
- (4) Give three ways by which words are made to denote more than one, and give an example of each.
- (5) Give three ways by which the feminine gender is formed from the masculine, with an example of each way.
- (6) In the following sentences name the subject and the predicate of each :
 - (a) The roof of the house was blown off.
 - (b) When will the hot weather be over?
 - (c) Now I see the way.
 - (d) What a warm day it is.
 - (e) Where did you put my hat?

FORM IV.—JUNIOR SECTION. ENGLISH SCHOOLS.

- (1) In the following sentences pick out the transitive verbs and give the object of each :
 - (a) He never wears a straw hat.
 - (b) He jumped from the roof and broke his arm.
 - (c) When will you lend me your boat ?
 - (d) He will never come here again.
- (2) Give the different ways by which an adjective may be changed to denote a higher degree of a quality and also a lower degree.
- (3) Give an adjective and an adverb corresponding to each of the following words : Danger, rashness, height, cruelty, anger.
- (4) Use each of the following words correctly in a sentence : Lie, sit, lay, laid, sat, set, rise, rose, raised, fall, fell.
- (5)—(a) Name two ways by which the subject of a sentence may be modified, with an example of each.
 (b) Give an example of a predicate in a sentence modified by an adverb and by a phrase.
- (6) Name the subject and the predicate in each of the following :
 - (a) Over the top of the mountain I can see the sun.
 - (b) Where will the game be played ?
 - (c) At 9 o'clock the last train will start.
 - (d) The boy on the black horse is crazy.
 - (e) What a pretty flower he has.

FORM IV.—SENIOR SECTION. ENGLISH SCHOOLS.

- (1) Define mood, voice, person, complex sentence.
- (2) Give an example of a sentence containing an adjective clause, and of one containing a noun clause used as the subject of a verb.
- (3) Give the different ways in which the grammatical predicate of a sentence may be modified, with an example of each.
- (4)—(a) Change the sentence "who ploughed the field ?" to the passive voice.
 (b) Compare farthest, neatly, former, upper, last.
 (c) Give the corresponding gender word for countess, niece, czar, heroine, marquis, empress.
- (5) Correct where necessary and give your reasons in each case :
 - (a) Who will you vote for ?
 - (b) Neither you nor he are going.
 - (c) It was I who you saw.
 - (d) I do not know nothing about it.
 - (e) Whom do you think it was ?
- (6) Analyze the following and parse the underlined words :

From every stormy wind that blows,

From every swelling tide of woes,

There is a calm, a sure retreat,

'Tis found beneath the mercy seat.

FORM IV.—SENIOR AND JUNIOR SECTIONS. FRENCH SCHOOLS.

- (1) Give four ways in which nouns are changed so that they may denote more than one, and give an example of each way.
- (2) Give the corresponding number words (singular or plural) for the following :
Feet, teeth, child, calf, proof, gulf, wolf, bunches, stomach, potato, folio.
- (3) Give the corresponding gender words (masculine or feminine) for the following :
Madam, miss, earl, niece, hart, doe, marquis, tiger, czarina, shepherd, maid servant.
- (4)—(a) What is the difference between a personal pronoun and a relative pronoun.
(b) Decline who and which.
- (5) Name the relative pronouns, explain how each is used, and give an example in each case.
- (6) Give two ways in which adjectives are changed to denote a greater degree of quality, with an example of each used properly in a sentence.

HISTORY.

FORM III.

- (1) Tell what you know of Jacques Cartier, Montcalm and Frontenac.
- (2) Write short notes on : The Company of One Hundred Associates, the discovery of America, the Indians of North America.
- (3) When did Canada become a British colony ? Tell briefly the events which led to this change.
- (4) Give the conditions of the Treaty of Montreal, of Aix-la-Chapelle and of Paris.

FORM IV.

- (1) Describe the character of Frontenac and state what influence he had on the French colony in Canada.
- (2) What course did Champlain adopt towards the natives of Canada and wherein was it defective ?
- (3) Tell what you know of the war which was ended by the Treaty of Paris in 1763.
- (4) State the chief conditions of the Treaties of Aix-la-Chapelle and Paris.

FORM IV. (FOR CLASSES WHERE ENGLISH HISTORY HAD BEEN STUDIED.)

- (1) (a) Point out the effects of the Norman Conquest.
(b) What is meant by the Feudal System ?
- (2) When did the First Parliament of England meet ? Who summoned it ? What persons composed it ?
- (3) Between what two parties was the Battle of Bosworth fought ? Why was it an important battle ?
- (4) (a) Relate the principal events connected with the discovery of Canada.
(b) Write notes on the Indian tribes of Canada.
- (5) Name the principal officers appointed by the French King to govern Canada and explain the duties of each.
- (6) What is meant by responsible government ? Sketch the events that led to its introduction into Canada.

 SPELLING.

FORM I.—SENIOR SECTION. ENGLISH SCHOOLS.

Mark Fox was a boy who would get cross. Then he would say all sorts of rude things to those who could not hurt him. When told that this was wrong he said I can not help it.

FORM I.—FRENCH SCHOOLS.

I see my big mug. I see a bug on the bud.

FORM II.—JUNIOR SECTION. ENGLISH SCHOOLS.

The old birds sit by turns. But one brood is raised in a year, and it is a rare thing to see more than three young ones in a brood. The eggs and young birds are good eating, but the old birds are too tough for food.

FORM II.—JUNIOR SECTION. FRENCH SCHOOLS.

Tom has a big cane. Has James a cane? They have their meal in the sacks. But they pray to God and ask him to bless the food.

FORM II.—SENIOR SECTION. ENGLISH SCHOOLS.

At last all things are in place at the sugar camp. The boy can hardly contain his delight that his out door life is about to begin again. For him it is the sweetest life in the world. He boils down the syrup as fast as he can and is apt to burn his sugar, but if he can get enough to make a little wax on the snow or to scrape from the bottom of the kettle he is happy. He wastes a great deal on his hands, his face and his clothes, but he does not care, he is not stingy.

FORM II.—SENIOR SECTION. FRENCH SCHOOLS.

Frank King is proud of Speed, his large hound. See Speed take the bit in his mouth, like a horse or mule. Speed is swift and strong. He can leap a high fence at a bound. He does not know what fear is.

FORM III.—JUNIOR SECTION. FRENCH SCHOOLS.

George Fish is the son of a rich man. He has nice food, fine clothes, and all that he needs. One bright, warm day, George was out at play with his bat and ball. His ball fell in a field of corn, where a poor boy was at work. Throw that ball to me, said he, in a harsh tone. But the boy took no heed of this.

FORM III.—SENIOR SECTION. FRENCH SCHOOLS.

From time to time the man would stop and sing some drole air, while the great clumsy bear stood on his hind legs and danced, and the monkey was so funny and so full of tricks that Bertha also ran out to see him. The children followed the man a long way, but one by one they dropped off and went to their homes, and after a while, Bertha found herself quite out in the country and very tired.

 FORM IV.—SENIOR AND JUNIOR SECTIONS. FRENCH SCHOOLS.

But the murmur of the river as it ran did not disturb the peaceful homes where everyone, even the little children earn their brown bread by carving wooden toys and images. But one day a sad sickness came and whoever had it died in a few hours. In their misery and despair they wrung their hands and cried, who can help us, and there seemed no hope. But the old village priest who had cared for and loved his people all his life stretched his hands towards heaven and cried: There is an Almighty Father above us, let us ask his help.

ARITHMETIC.

(Paper set for Highest Class at the Catholic Lyceum).

- (1) A man whose average step is $2\frac{1}{2}$ ft. walked 9 miles in $2\frac{1}{4}$ hrs. How many steps did he make on an average per minute.
- (2) A room is half as long again as it is wide. What fraction of the perimeter is the width?
- (3) What is the time when the hands of a watch are equally distant from the figure four?
- (4) Sold two houses for \$4,000 each. For one I received 20 per cent. more than the cost price and for the other 20 per cent. less than the cost. How much did I gain or lose on the whole?
- (5) A ditch 10 ft. wide at the top and 6 ft. wide at the bottom is to be dug 5 ft. deep. How many cubic yards are dug in every rod in length.
- (6) What must be the face value of a note made June 1st at 3 mos., and discounted the same day at 8 per cent. to produce \$870.

ALGEBRA AND GEOMETRY.

(Paper set for Highest Form of Catholic Lyceum).

- (1) Divide $x^3 + y^3 - z^3 + 3xyz$ by $x + y - z$.
 - (2) Factor $x^5 - ax^4 + bx^3 - bx^2 + ax - 1$.
 - (3) Solve the equation $(10x - 11)(11 + 2x) + (5x - 11)(11 + 3x)$ and $(7x - 11)(11 - 5x) = 0$.
 - (4) Find four consecutive numbers whose sum is 234.
 - (5) If two straight lines cut each other, the vertically opposite angles must be equal.
 - (6) If in a triangle the perpendicular from the vertex on the base bisect the base, the triangle is isosceles.
-

C.—INSTRUCTIONS OF THE EDUCATION DEPARTMENT WITH RESPECT TO TEACHING ENGLISH TO JUNIOR FRENCH CLASSES.

I. ORAL WORK.

The teaching of Oral English should begin with the child's first week in school, and the object of making it serviceable and accurate should be kept steadily in view. In the beginning teach through objects, choosing at first those most familiar to the child. In the junior classes the answers of individuals, when correct, should be repeated in concert by all, also separately by some pupils, especially the dull or backward. In all language or object lessons lead pupils to use, as freely as possible, all the English they may have learned, to form their own statements, to vary the form of phrases or sentences, to ask questions, etc., encouraging all such attempts however imperfect they may at first be. With young pupils, correct all mistakes instantly, in a kindly way, and have the proper form repeated and if necessary drilled upon. The teacher should take especial care to endeavor to secure correct pronunciation by setting a good example for imitation, and by giving thorough drill on the difficulties commonly met with, *e.g.*, *three*, *old man*, etc., etc., even exaggerating such sounds if necessary. Above all it should be remembered that much of the success in this teaching will depend upon thorough and frequent drills and reviews. For this purpose the teacher should keep a list of all words, phrases or sentences gone over, especially with the junior class. The order in teaching should be as follows:

1. Holding an object in plain view of the class, the teacher gives its name clearly and slowly; then the pupils pronounce its name (a) after the teacher, (b) without the teacher's help, (c) individually. Other objects are similarly treated, the number depending upon the ability of the class.
2. The teacher pronounces the name and the pupils shew or hold up the object.
3. The teacher shews the object and the name is given by the pupils (a) together, (b) separately.
4. Not too many objects should be given in each lesson, but the teacher should make sure that every child knows (a) the object when named, (b) the name when the object is given, the latter presenting the greater difficulty. Among the objects to be first taken up are (i) things in the school, (ii) familiar things of the home, (iii) parts of the body, (iv) articles of clothing worn by the children, (v) other common objects, *e.g.*: apple, watch, stone, leaf, etc. Later, pictures may be used to teach common animals, vegetables, etc., etc.
5. When the pupil has a fair stock of names, teach simple descriptive words, still by means of objects, *e.g.*: a *short* pencil, a *long* stick, a *small* book, a *large* slate, a *red* dress, a *black* hat, etc. Related or contrasted terms are more easily taught together.
6. *Simple* acts should be performed (a) by the teacher, (b) by the pupils, and described in full statements; *e.g.*, the teacher, doing the act as he describes it, says: I open the book, I raise the window, I tear the paper, I sit down, etc. Then the class is told to open the book, to raise the window, to tear the paper, to sit down, etc., to shew their understanding of the English sentence. A further step is to have them tell in full (English) statements, what they do. Afterwards the application of these words should be extended by such requests as: open the door; open the window; open the desk; etc.; raise the slate; raise the chair; etc., the pupil describing in English what he is doing.
7. The use of the simple pronouns, *he*, *we*, *hers*, *they*, etc., should be taught through simple language lessons, *e.g.*, his slate; my book; he cleans the board; you hold the box; they close the door, etc.
8. In a somewhat similar way the simple prepositions may be taught, *e.g.*, the book is *on* the chair; *under* the desk; *beside* the slate, etc.
- *9. When some little advance has been made, the question and negative forms should be used; also the plural and possessive forms, the simple past tense and the common

auxiliaries. These should not be taught from a book, or by rules, but should come from proper questioning, *e.g.*, Tell me what he does? (he *writes* on his slate.) What is he doing? (he is *writing*, etc.) What did he do? (he *wrote*, etc.) What has he done? (he *has written*, etc.)

10. Pupils should learn by heart such lists as the days of the week, the months, the numbers (as their arithmetic progresses); also simple pieces in prose and verse, the meaning of which they understand. They should sing Kindergarten songs, performing the actions, etc.

11. After teaching things as wholes, take up their parts, *e.g.*, knife, handle, blade, spring, etc.; chair, back, legs, seat, etc.

12. The spoken English and French words should be associated throughout the course, the teacher giving the word or sentence in one language, and the pupils in the other. The teacher should use English in communicating with the pupils, so far at least as the progress of the class will admit. All explanations or commands given in French might afterwards be repeated in English.

13. These oral lessons should be taken at least twice a day, starting with ten minutes for each, and lengthening the time as the class progresses.

II. WRITTEN WORK ; READING AND TRANSLATION.

1. When considerable progress has been made in the oral work, the names of objects, the descriptions of simple actions, etc., should be written on the board, after having been given orally, and the pupils taught to recognize them in that form. Then they should be copied by the pupils and afterwards read to the teacher. Great care should be taken to secure, from the first, large, legible writing, as it makes word recognition more easy.

2. These blackboard exercises may be continued for some time before the pupil is required to read from a book. The teacher may use charts, made by herself, of big sheets of strong paper, using crayon for writing the words, in large hand. The lessons should contain the words and phrases already taught and some new ones, and should not be identical with the lessons in the primer.

3. If the teacher understands the phonic method she should use it after the pupil can recognize readily a fair number of words.

4. But, even if the teacher is unacquainted with phonics, she may greatly facilitate the learning of a number of words by using the board to show their likeness in form, which will easily suggest their likeness in sound; *e.g.*, from *book* it will be easy to teach *look*, *took*, *cook*, etc.; from *chair*, *hair*, *fair*, *pair*, etc. Similarly he might point out simple changes in sound dependent upon changes in form, *e.g.* :

pin, }	hat, }	not, }	etc.
pine, }	hate, }	nete, }	

Also he should thoroughly drill on forms that might be confusing on account of their resemblance, *e. g.* :

from, }	tool, }	though, }	etc.
form, }	toll, }	through, }	
		thought, }	

These words need not be specially sought out but should be used as the lesson supplies or suggests them.

5. Before beginning reading from the book, take a series of object or language lessons to make the pupils acquainted with the subjects of at least the earlier lessons. Knowing the written words from the board, and being familiar with the ideas, the pupils should find little difficulty in these first lessons, especially if the blackboard is freely used.

6. It is most important that, before the reading, the teacher should talk about the lesson, explaining with the pupils' help, the meaning of each particular word or phrase that might present difficulty, putting the new words into other constructions, giving the phrases a different form or using them in more familiar sentences than those in the Reader, paying special attention to idioms, etc., endeavoring in every way to give pupils a clear understanding of the meaning and the construction. So far as the advancement of the class will admit of it, all such explanation should be in English. If the meaning has to be given in French, it would be well to repeat it immediately afterwards in English so that pupils may grasp it in this language also.

7. Where the Bilingual series are used, the French lesson may be taken first, as presenting fewer difficulties.

8. After the reading exercise, the substance of each lesson should be given in the best English the pupil can command. It should be in a connected form, with but few questions from the teacher. Pupils may be encouraged to suggest words or phrases that would be more suitable than those first given, or the teacher may supply them; such corrections should be employed in different sentences till the pupil knows their use.

9. To the third form inclusive, the pupils should copy every English lesson, and the teacher should test their knowledge of such written work.

10. The teacher should write on the board, lists of English words or phrases, previously taught, followed by their French equivalents in parallel columns, to be copied and learned by heart. As a test, the English or the French column may be erased, to be supplied by the pupils on their slates or exercise books.

11. There should be English dictation every day, at first of such words as were written on the board and learned by the class. For the hard words the teacher should write them on the board, directing particular attention to the difficulties each presents (silent letters, etc.), and have them copied on slates by the class. Then erase them from the board and slates and give in dictation. Afterwards phrases or sentences containing these words may be dictated.

12. All errors in such exercises should be written several times in the correct form, and a list of those words most commonly missed, should be kept to review from.

13. Each day the class should learn by heart a portion of the reading lesson, or of certain selected lessons, or of other selections written on the board. The meaning of each should be made clear to the pupils.

14. As the class advances teach the written English forms of the plural, the possessive, the masculine and feminine, the past tense, etc.

15. Sentences that the pupils have given in English describing actions, pictures, etc., should be written on the board and, with the help of the class, the translation of each word put underneath it. In such sentences the order of the words should at first be the same in the two languages. Erase the sentences from the board, dictate the French and have pupils write on their slates the corresponding English from memory. Sentences wherein the order of the words differs in the two languages, should come only after the pupil has had considerable practice.

16. With each reading lesson, whether French or English, there should be considerable oral translation, at first of the easier words and phrases, but gradually increasing in difficulty as the pupil advances, until the whole lesson can be so rendered. In such exercises from the Bilingual series, either one side of the open book should be covered, or else the book be closed. The pupils' own expressions should be preferred to those of the book, if they convey the right meaning. Frequently the teacher should give for translation sentences changed somewhat from those in the lesson, though consisting for the most part of the same words, especially for the junior classes.

17. For the young pupils the translation should be as literal as possible so that they will have some definite meaning for each word. After considerable practice they may be taught to give a variety of expressions or forms, while preserving the meaning; and the English idioms may be introduced *gradually*.

18. Translation should not be confined to the reading lessons, but should include Arithmetic, Geography, History and all school studies.

19. The reproduction of interesting stories will be of great service. If the teacher reads the story in French let the class relate the substance of it in English; if given in English let the pupils tell it in French first and afterwards in English. This reproduction should be oral at first so that all mistakes may be corrected; afterwards it should be written if the pupil is able.

20. The use of a dictionary for assisting in translation should be explained in the senior second form, or earlier if the pupils can profit by it. They require instruction how to choose the proper word and how to tell the pronunciation. Each school should have a standard English dictionary (the Concise Imperial is good), and a large French-English dictionary, as the smaller books commonly used by the pupils are not always reliable or sufficiently complete.

21. Regular written translation should begin at latest in the Junior Second Form, and should receive very careful attention in all classes. The first exercise should be short and simple. They may be taken from the Reader or may be suitable selections from other books; in the latter case they should be written on the board or dictated to the class. Especially in the early lessons it is very advisable to make free use of the board to show the correct form and to simplify all difficulties. Every written exercise should be carefully examined, and be written again if many mistakes are found. There should be at least two such exercises in written translation each day.

Where the Bilingual series are used the teacher should supply himself with other material suitable for translation.

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